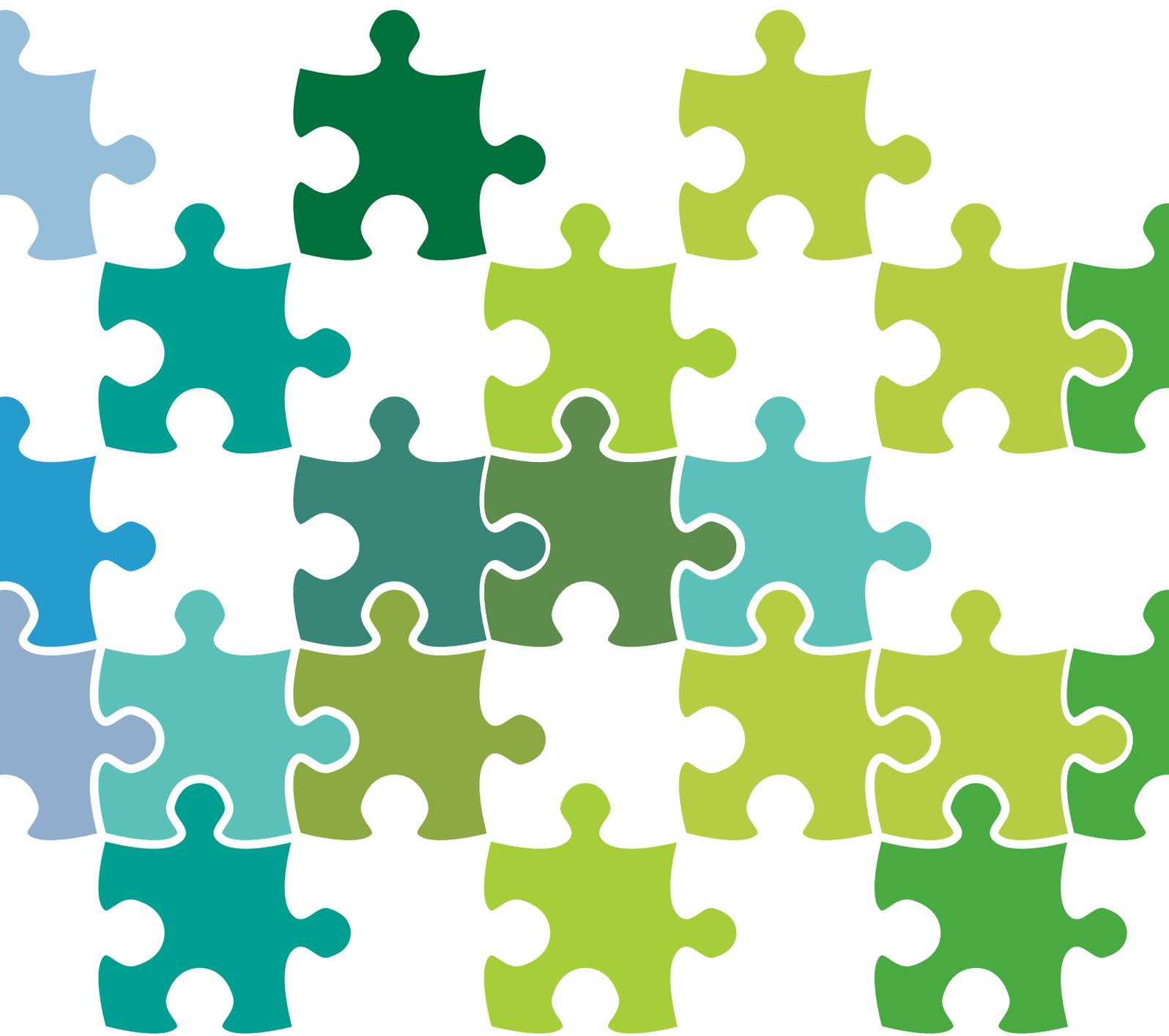


MANAGEMENT TRAINING SURVEY 2013



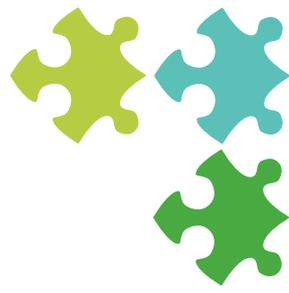
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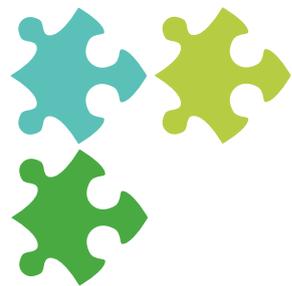
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Introduction and methodology

In order to deliver strategic business objectives, it is important to have employees with the relevant types and levels of skill available. Undertaking audits to understand the existing skills of the workforce, in tandem with an assessment of the future needs of the organisation, will allow companies to deliver targeted training to employees. This ultimately will position the company to take advantage of business opportunities that arise.

Training needs change over time. As employees leave the company, acquire new skills or the demands of the workplace change, training needs change also. For the company, understanding these changing training needs is vital. Leading organisations are those which develop and grow the talent and skills of their own staff and managers, building a reputation for leadership and staff development.

This survey provides details on the training function within organisations. It examines the proportion of companies that conduct skill audits, have training plans or internal training functions, as well as identifying areas in which training is expected to be carried out in respondent companies over the next twelve months. The report looks at the types of training that companies consider to be important now, as well as those that will be relevant in five years' time.

The survey questionnaire was completed by 445 companies, across a broad range of economic sectors. In the main, questionnaires were completed by HR or training professionals within respondent companies.

We hope you find this report useful. Should you have any queries in relation to the information contained in this report, please contact research@ibec.ie or telephone the IBEC research unit on 01 6051635.

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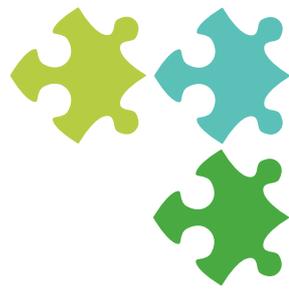
For information in relation to management training in general please visit www.ibectraining.ie or telephone IBEC's Training Unit on 01 6051541

Geraldine Anderson

Head of Research, IBEC

Jenny Hayes

Head of Management Training, IBEC



Executive Summary

This report analyses the findings of IBEC's Management Training Survey 2013 in the context of the economic environment and international trends in learning and development. Ireland's training landscape reflects the patterns emerging in Europe and the US, and the survey findings indicate that this trend will continue. Changes in training content, methods and objectives appear to be driven by industry evolution, regulatory requirements and economic challenges.

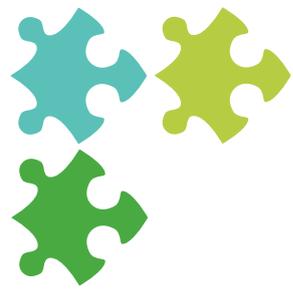
European trends in workplace development highlight a focus on improving productivity and 'soft skills'; within this context Ireland's Skillnets programme has been noted as a success by the European Commission. Farther afield, US research indicates a move towards more innovative methods of facilitating workplace learning. In particular there is evidence of an increase in online tools, subject matter experts and the use of local, informal learning environments rather than costly classroom sessions.

The discussions within the academic research mirror the findings of the Management Training Survey 2013. More specifically:

- Training administration: Most organisations conducted training audits and had a training plan in place.
- Training content: Management skills, occupational health & safety, and leadership skills featured as the most important skills now and many organisations predict management and leadership will continue to be important, along with performance management, over the next 5 years.
- Training methods: training courses (both internal and external) continue to be the most popular training method, although there is an increasing use of technology. Coaching is offered in some organisations, in the main to managers and accreditation is important to more than half those responding.
- Cost of training: the average cost of training data collected shows a slight increase in 2012 compared with data collected in 2011.

The industry trends and survey results are further explored in three case studies commissioned by IBEC. These cases demonstrate how structured consultative approaches to designing and implementing training interventions can ensure successful realisation of strategic goals.

Ireland is continuing to invest in workplace training and development with a view to increasing productivity and meeting statutory obligations today and towards improved performance management, management, and leadership in the future. This report finds that there is a move towards less traditional training methods and, in line with international trends, we are likely to see more in-house consultancy type training departments who will facilitate and enable training (classroom, eLearning, coaching etc.) in the workplace.



Training in Context

Staff training and skill development play important roles in building organisational capability and capacity. Training can be formal or informal, external or internal, technical or behavioural; training objectives may be related to productivity, innovation or regulation; training budgets may be stable, shrinking or growing. There is wide array of training policies, strategies and procedures but despite the differences between organisations throughout this research some common themes and trends emerge.

The positive impact of training on organisational performance is the subject of many research projects. The 2012 Cedefop, (the European Centre for the Development of Vocational Training) report on the benefits of vocational education and training shows a positive correlation between the effect of training on job satisfaction and on productivity and growth across several sectors spanning public and private enterprises, from services to manufacturing industries. These findings are supported by the EU Commission's report that skills are a key driver for growth, employment and competitiveness and, as the source of incremental innovation at operational level is often an output of worker and engineer's skills, investment in training is also an investment in innovation (EU Commission, 2012).

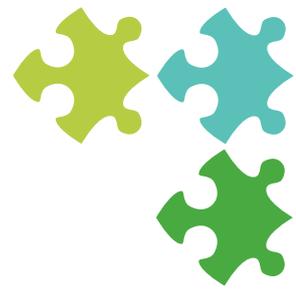
According to the first European Forum on Vocational Training (Cedefop, 2012) "ensuring a high-level, well-targeted and efficient competence development" is an essential success factor in the global market. In addition to 'hard' technical skills which may be relatively easy to acquire, 'soft' interpersonal skills are essential to enterprise success. In this context understanding the breadth, depth, focus and quality of training policy and practice in organisations is an essential element of improving organisational performance. Although learning in the workplace has not reached its maximum impact, examples of successful interventions in Ireland such as

Skillnets have been praised by the European Commission (2012) for facilitating knowledge sharing and training design among SMEs.

The on-going commitment of organisations to training and skill development is paying dividends but there is still opportunity to build capability and capacity. Although labour productivity in Europe increased by almost 50% between 1995 and 2007, this productivity growth has slowed and Europe lags behind the US in terms of multi-factor productivity, i.e. level of outputs compared to all inputs (European Commission, 2012). The EU report also explores the importance of ensuring that improved skill levels are supported by good management and human resource practices in order to maximise productivity gains and innovation. This focus on productivity is reflected in survey findings where two thirds of respondents cited 'increasing productivity' as one of the top three training objectives.

It is interesting to note the correlation between management practice as reflected in the findings of this survey and broad trends internationally, i.e. the role of skill development in innovation and the importance of supporting skill development. Organisations are investing in (and plan to continue investing in) technical and management training. Moreover, the emphasis on leadership and performance management skills development in the immediate future, coupled with a longer term focus on these skills in tandem with technical skill development, indicate a strong commitment to training staff at all levels.

As can be expected, it is clear that the economic situation has impacted training in the workplace but relatively few companies (17%) report a decrease in spend; it is likely that the reported increase in on-the-job training and the use of eLearning reflects a desire to get better value for each training euro. This trend is also visible in the UK, where research by Bersin by Deloitte reported reductions in classroom training hours to 53% in 2012 from 77% in 2009. It should also be noted that although there is a common



perception that companies cut training budgets during recessions (O'Leonard, 2011) the drop in training volume generally reflects the drop in levels of employment so that the proportion of employees receiving training remaining stable, (Shamash & Sims, 2011).

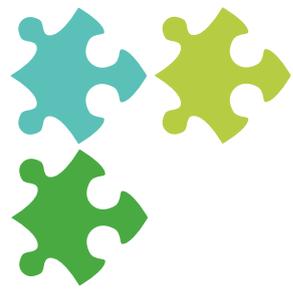
Despite efforts by most employers to reduce overheads, external forces such as increased competitive rivalry, fundamental changes in industry structure, regulation and demand for efficiencies encourage workplace training (Shamash & Sims, 2011). The authors also note that investment in training during a downturn, particularly if incorporated into a business survival strategy, can result in better recovery and positioning of the firm post-recession.

Looking beyond the current economic situation is challenging, however it is possible that examining training and development in recovering markets can provide some guidance. Looking towards the U.S. we can explore some of the learning and development trends emerging in the workplace. The Corporate learning Factbook ® 2013 published by Bersin offers a snapshot analysis of U.S. learning and development.

- In general, learning and development (L&D) teams are extending their reach by engaging non-training professionals, such as subject matter experts and managers. As a result, the overall ratio of training staff relative to the employee population has declined to 5.2 L&D staff per 1,000 learners in 2011 from 6.7 L&D staff in 2006.

- High-impact learning organisations have further reduced this ratio by committing more time and financial resources, but fewer staff members to achieve results, i.e. 4.3 L&D staff per 1,000 learners – significantly lower than the U.S. average of 5.2. They achieve all this by using staff effectively, pushing more delivery to local resources, and building informal learning environments to develop and support learners.
- In addition the shift to online training and social learning continues.
- In line with these changes, L&D departments are moving away from “order taking” towards a stronger consulting role providing effective solutions to business partners rather than simply providing training courses.

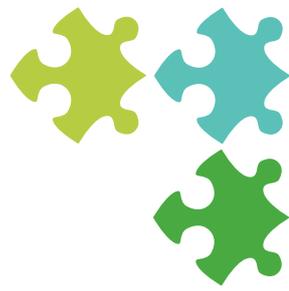
The policy and practice trends reported in Europe and the U.S. also feature in this report's survey findings and case studies. This is particularly true in relation to the most common training objective, i.e. productivity, and the shift in training methodology towards eLearning and on-the-job training. If Ireland continues to mirror global trends in this manner we are likely to see an increase in in-house consultancy type training departments whose key role is the coordination of informal, blended learning opportunities which reflect organisational strategic goals.



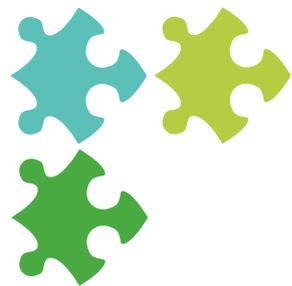
Key Findings of IBEC Research on Training and Development

IBEC's research unit conducted a research project into training provision and priorities within member companies in the final quarter of 2012. The key findings of this research are outlined below. A total of 445 companies responded to this survey. Full details in relation to the profile of participating companies are contained on page 8 of this document.

- Almost two thirds of respondents (63%) conduct training audits of employees. Audits were more likely to be conducted in larger organisations than in smaller companies.
- Some 83% of respondents had a company training plan in place, either on a formal or informal basis.
- In just over one third of companies (36%) more external than internal training was conducted.
- In 39% of respondent companies the type of training carried out had changed in the last three years, and in a similar proportion of companies, (34%) training methods had changed in the three years preceding the survey. Increased use of technology was a key feature of these changes, with many companies indicating an increased use of eLearning, online courses, webinars, podcasts etc.
- The most popular training methods were external training courses, used in 85% of respondent companies, on the job training, also used in 85% of companies, and internal training courses in over three quarters (76%) of respondent companies.
- eLearning was utilised currently in fewer than half the respondent companies (48%). This type of training was however cited by respondents as increasing in use in the last three years.
- The majority of respondents (62%) rated course accreditation as 'important' or 'very important'. The larger the company, the more importance attached to accreditation.
- The primary objective for 31% of respondent companies in providing training was to 'increase productivity', followed by 'meeting statutory obligations' in 23%, almost a quarter of companies.
- The average cost of training as percentage of payroll was 2.59%.
- The cost of training, as a percentage of payroll was highest in companies with over 500 employees (3.20%) and in companies with fewer than 50 employees (2.84%). It is worth remembering that payroll is likely to be lower in smaller companies, so spend on training is therefore a larger cost, proportionally.



- Management skills (56%), occupational health and safety (52%) and leadership skills (51%) were identified by respondents as the most important skills for their organisations currently.
- Leadership skills will continue to be one of the most important skills for respondent companies in the next five years in 44% of companies.
- Management skills (42%) and performance management skills for managers (41%) are also expected to be important in the next five years.
- Online marketing is considered important in 24% of respondent companies currently and is expected to be important in 21% of respondent companies in the next five years.
- When asked about the conduct of training currently, respondents were most likely to be conducting training in relation to occupational health and safety (45%), management skills (41%) and IT training (36%). Performance management skills for managers (35%) and Leadership skills (34%) were also currently being conducted.
- In five years' time, respondents felt they were more likely to be conducting training on management skills (36%), performance management skills for managers (34%) and leadership skills (33%).
- The main skill areas for management on which companies have identified as a training need for 2012/2013 are performance management (43%); leadership (37%); employee engagement (34%) and change management (30%). Around a quarter of respondents identified training needs for 2012/2013 in the areas of communications (27%) and personal development (24%).
- Coaching was provided in over two out of five respondent companies (43%). In the main, coaching was provided to management grades, or to other roles where relevant.
- The most important criterion used to select a coach was the level of experience of the coach.



Participant profile

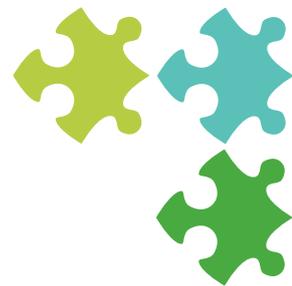
A total of 445 companies participated in the survey, employing a total of 155,163 employees. Responses were received from a broad cross section of organisation types, including manufacturing, services and distribution companies. The following tables set out details of the company size and activity of respondent companies.

Table 1: Company size profile of respondents

	Number of organisations	Percentage
Less than 50 employees	193	43.4
50 -99 employees	64	14.4
100 - 249 employees	82	18.4
250 - 499 employees	48	10.8
Over 500 employees	58	13.0
Total	445	100.0

Table 2: Principal activity profile of respondents

	Number of organisations	Percentage
Food and Drink Manufacture	17	3.8
Chemicals and pharma manufacture	24	5.4
Medical Devices manufacture	13	2.9
Metals and engineering manufacture	27	6.1
Rubber and plastics manufacture	9	2.0
Electronics manufacture	7	1.6
Paper, printing and publishing	14	3.1
Other manufacture	33	7.4
Retail	13	2.9
Wholesale Distribution	56	12.6
Financial Services	36	8.1
Education/training	23	5.2
Health and Social Services	38	8.5
Hotels, catering and leisure incl. bars/ restaurants	21	4.7
Electronic Services/Telecoms	30	6.7
Other services	84	18.9
Total	445	100



Training Audits

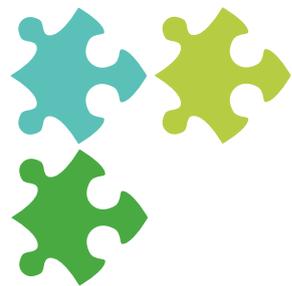
Training audits provide an overview of the effectiveness and efficiency of an organisation's training strategy, by identifying the strengths and weaknesses of the training function's current responsibilities and future commitments. Over three out of five respondents (63%) conducted a training audit of their employees. In general larger companies were more likely to conduct training audits than smaller companies. Some 55% of companies with fewer than 50 employees indicated that they conduct such audits compared with over three quarters (76%) of respondents with over 250 employees. High tech manufacturing companies (82%) were more likely than those of other sectors (distribution 57%; services 60%; Other manufacturing 65%) to conduct training audits.

Training Plan

With a view to linking organisational objectives to training interventions, a training plan provides an overview of the content and sequence of training activities. This allows organisations to maximise the impact of training and set up more effective measurement and evaluation mechanisms. Overall, over four out of five respondents had a training plan in place, with an almost even split between formal (42%) and informal (41%) plans. In over half (59%) of those organisations with a training plan in place, the plan referenced the organisations strategic plan. Almost four of five (79%) companies with either a formal or informal training plan in place referenced training needs analysis as part of their plan. Similarly, three quarters of companies with a plan referenced performance appraisals within their plan. Around a third (35%) of plans contained references to employee surveys.

Table 3: Training plan in place by company size

	Does your organisation have a training plan in place?			Total number of cases
	Yes, Formal plan in place	Yes, Informal plan in place	No plan in place	
	Percentage of respondents			
Less than 50 employees	28	48	25	193
50 -99 employees	38	50	13	64
100 - 249 employees	51	35	13	82
250 - 499 employees	70	24	7	46
Over 500 employees	60	33	7	58
Total	42	41	17	443



Internal -v- external training

In general a combination of internal and external training was reported. Many prefer internal trainers as they will have a deep knowledge of the organisation, its policies, strategy and challenges, and in addition are less expensive. Often external trainers are engaged when organisations do not have the time, resources (e.g. trainers) or expertise to provide in-house training, and they can be an objective, independent facilitator in sensitive situations. In around a third of respondent companies (36%) more external than internal training was done. In 45% of respondent companies, more internal than external training was the norm. In just under one in ten (8%) the split between internal and external training was even (50/50). Overall, an average of 60% of training among respondents was conducted internally, with an average of 40% conducted by external trainers.

Changes in type of training in last three years

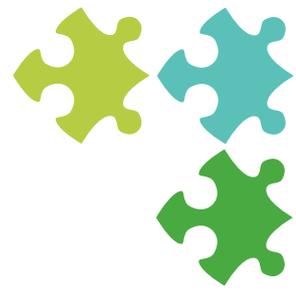
Almost two out of five (39%) respondent companies indicated that the type of training they carry out has changed in the last three years. The types of changes implemented varied across respondent companies with changes in either the types of training or the way in which training is delivered being cited. Many companies reflected the need for change as their requirements changed, and mentioned the need for flexibility. Economic realities will also have had an impact as some companies mentioned a focus on the bottom line, or that training was limited due to funding. Other changes reflected the need for specific types of training, for example, many companies mentioned an increased focus on leadership, sales or people management skills. Compliance was the other main area mentioned with a number of companies indicating that they conducted more health and safety, legislative and other industry standard training than before. Some companies cited an increase in external training, or training from outside experts.

Overall, it is likely that the breadth of change reported is a response to external economic challenges, industry and regulatory demands, and the natural adjustments organisations make as they grow. The full details of the responses are set out in appendix 1 to the document.

Changes in training methods in last three years

Just over a third of respondents (34%) indicated that their training methods had changed in the past three years. The types of changes identified by respondents were various, including more on the job training or in a large number of cases, more or improved use of technology to deliver training. Improved use of eLearning was also cited by several respondents as well as more use of web, webinar, video, virtual training, which is in line with international trends. The Noffla (National Off Licence Association) case study (see page 21) demonstrates how effective such a strategy can be. eLearning tools, while more expensive to develop offer lower delivery costs to a wider audience and there is a growing popularity of blended learning (i.e. traditional and eLearning tools combined).

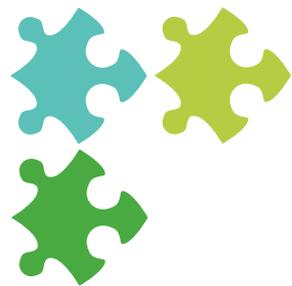
While some companies indicated a move towards the use of external trainers, a large proportion of respondents experienced a move towards more internal training in the last three years. Some companies changed training providers or empowered more internal staff to provide training. Full details are set out in appendix 2 to this document.



Methods of training used

The range of training methods, both formal and informal, to some extent reflects movement towards the 70/20/10 approach (Lombardo & Eichinger, 1996) where 70% of learning comes from on-the-job experience; 20% comes from feedback and example; and 10% comes from courses and reading. The most popular training methods used among respondents were external training courses (85%) and on-the-job training (85%). Internal training courses were utilised in over three quarters of respondent companies also (76%). eLearning, despite the increased use of this type of training, evidenced in the changes of the last three years, was utilised in 48% of respondent companies, less than half. Coaching and mentoring were used in 53% of respondent companies, respectively. Some companies also indicated that they used other methods of training, details of which are provided below.

- Blended learning
- Short practically focused courses
- Accredited Leadership & Management development courses
- eLearning
- Piloting
- Action learning
- We now use a virtual academy through [Company name]
- Group training workshops
- 1:1 training sessions
- Workshops
- The majority of training conducted is of a regulatory nature. e.g. simulator training for pilots /
- Safety training for all crew / security training for all staff.
- Development Centres
- We use a mix of structured training plans, performance management and planning and organisational or business unit level interventions as the need arises. This could be as a result of behavioural issues, compliance, regulation changes etc.
- Specialist training as the need arises e.g. hoist training
- Refresher training
- Technical training
- Classroom based
- eLearning
- Blended Learning
- Informal learning
- Mentoring and Coaching
- In-house workshops with university lecturers e.g. writing skills workshops, production / design
- workshops
- Reading / web



Accreditation

Companies were asked to indicate the importance of accreditation on the National Framework of Qualifications for training in their organisations. Of those that provided a response, 38% indicated that accreditation was not important, while the majority 62% rated accreditation as either 'important' or 'very important'. In broad terms, larger companies attached more importance to accreditation. See table 4 below for details.

Table 4: Importance of Accreditation by company size

	Please rate the importance of accreditation on the National Framework of Qualifications for training in your organisation.				
	Very important	Important	Unimportant	No importance at all	Total number of cases
	Percentage of respondents				
Less than 50 employees	18	40	32	10	170
50 -99 employees	12	37	42	9	57
100 - 249 employees	14	46	37	4	74
250 - 499 employees	22	63	11	4	46
Over 500 employees	21	50	25	4	52
Total	17	45	31	7	399

Training objectives

The purpose of training and development programmes is to improve organisational performance and capabilities through more productive and effective employees (York, 2009). The training objectives prioritised by survey participants reflects this and further reinforces the changes reported in training content and methods. Respondents were asked to identify their top three training objectives. The top objective for respondent companies was to increase productivity, which ranked no. 1 in almost one third of companies. Statutory obligations (23%) and 'to facilitate change' (15%) were the next most important objectives for companies. Retaining key staff was a top objective in fewer than one in ten companies, however, it ranked in the top three objectives for almost one third of companies (29%). Reducing costs also ranked a top three objective for almost one in five of the respondent companies.

The power of well-designed and implemented training programmes to deliver on these kinds of objectives is clearly demonstrated by the success of Superquinn's GROW programme for assistant managers (see case study, page 26) which delivered better cost control and increased levels of performance.

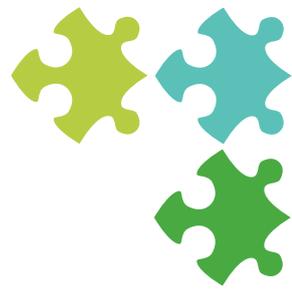


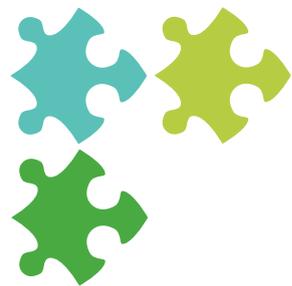
Figure 1: Main training objectives

Cost of training

On average the cost of training, as a percentage of payroll costs was 2.7%, with 55% of those companies that provided an answer indicating that they have a specific budget for training. A full sector breakdown of the average and median cost of training provided by respondents is given in table 5 below. The final column indicates the number of cases to which the average and median data refers.

Table 5: Cost of training by principal activity

	Please provide details of the cost of training in your organisation, as a percentage of payroll costs.		
	Average	Median	Number of cases
Food and Drink Manufacture	2.79	1.00	14
Chemicals and pharmaceutical manufacture	2.52	2.00	20
Medical Devices manufacture	2.85	3.00	10



Metals and engineering manufacture	3.54	1.85	22
Rubber and plastics manufacture	1.73	1.00	6
Electronics manufacture	2.42	3.00	6
Paper, printing and publishing	2.32	1.25	12
Other manufacture	1.34	1.00	26
Retail	3.73	1.75	12
Wholesale Distribution	2.14	1.70	43
Financial Services	2.51	2.00	29
Education/training	2.40	1.50	18
Health and Social Services	2.94	1.25	27
Hotels, catering and leisure incl. bars/ restaurants	3.75	1.00	15
Electronic services/telecoms	3.89	2.00	26
Other services	2.66	2.00	59
TOTAL	2.70	1.50	345

Table 6: Cost of training by existence of budget for training

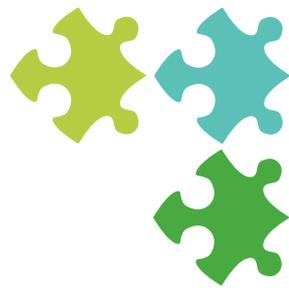
	Please provide details of the cost of training in your organisation, as a percentage of payroll costs.		
	Average	Median	Number of cases*
Yes - Budget for training	2.51	1.85	190
No budget for training	2.88	1.00	154
TOTAL	2.70	1.50	344

* One company who provided information on the cost of training did not indicate whether or not the company had a budget in place for training.

Table 7: Cost of training by company size

	Please provide details of the cost of training in your organisation, as a percentage of payroll costs.		
	Average	Median	Number of cases
Less than 50 employees	2.96	2.00	145
50 -99 employees	2.02	1.00	47
100 - 249 employees	2.29	1.23	62
250 - 499 employees	2.56	2.00	43
Over 500 employees	3.20	2.00	48
TOTAL	2.70	1.50	345

For those companies that provided information in relation to the cost of training as a percentage of payroll within their companies, in nine out of ten cases, the calculation of the cost of training included the cost of formal training. For the 10% of companies where the cost of formal training was not included, the majority either did not have a formal training plan in place (38%) or did not indicate if they had a training plan in place (30%).



The cost of informal training was included in the overall cost of training in 38% of respondent companies, with a similar proportion (34%) including the salary of the employee while being trained.

Travel expenses and subsistence were included in the calculation of the cost of training in 63% of those companies that provided information on training cost. Almost one in ten companies indicated that 'other' costs were included in the calculation including: rental of training rooms, salaries of trainers, replacement cover for trainees and training and exam materials and fees.

Spend on training

Around a quarter of respondents indicated that spend on training had increased in 2012, compared with spend during 2011. In 17% of respondent companies, spend had decreased in the current year. In two out of five companies spend on training remained broadly the same in both periods. Almost one in five companies did not provide information in relation to changes in their training spend.

It is interesting to examine Irish trends of spending in comparison with other economies: in the UK a 20% decrease in budget per employee was reported (CIPD, 2012). In contrast, the slow and steady economic recovery in the US may be a factor in an increased spend in workplace training and development of 12% increase in 2012 (O'Leonard, 2013).

Importance of various types of training

Currently, over half (56%) of respondent companies identified management skills as being important, with 42% expecting that management skills would be important in five years' time. Over half the respondents also believed that occupational health and safety (52%) and leadership skills (51%) were also important currently. These priorities reflect the changes in type of training and training objectives reported by survey participants. Economic constraints and market demands may also play a role in influencing priorities, particularly in relation to increasing efficiency and productivity through the skill development and management of employees.

Stress management, online marketing, marketing using social media and mediation skills are among those skills expected to be important to slightly more companies in five years' time, than currently.

Of the three skills that the fewest respondents rated as important, in all cases more companies expect stress management, online marketing and mediation skills to be important in the next five years. Figure 2 below provides details.

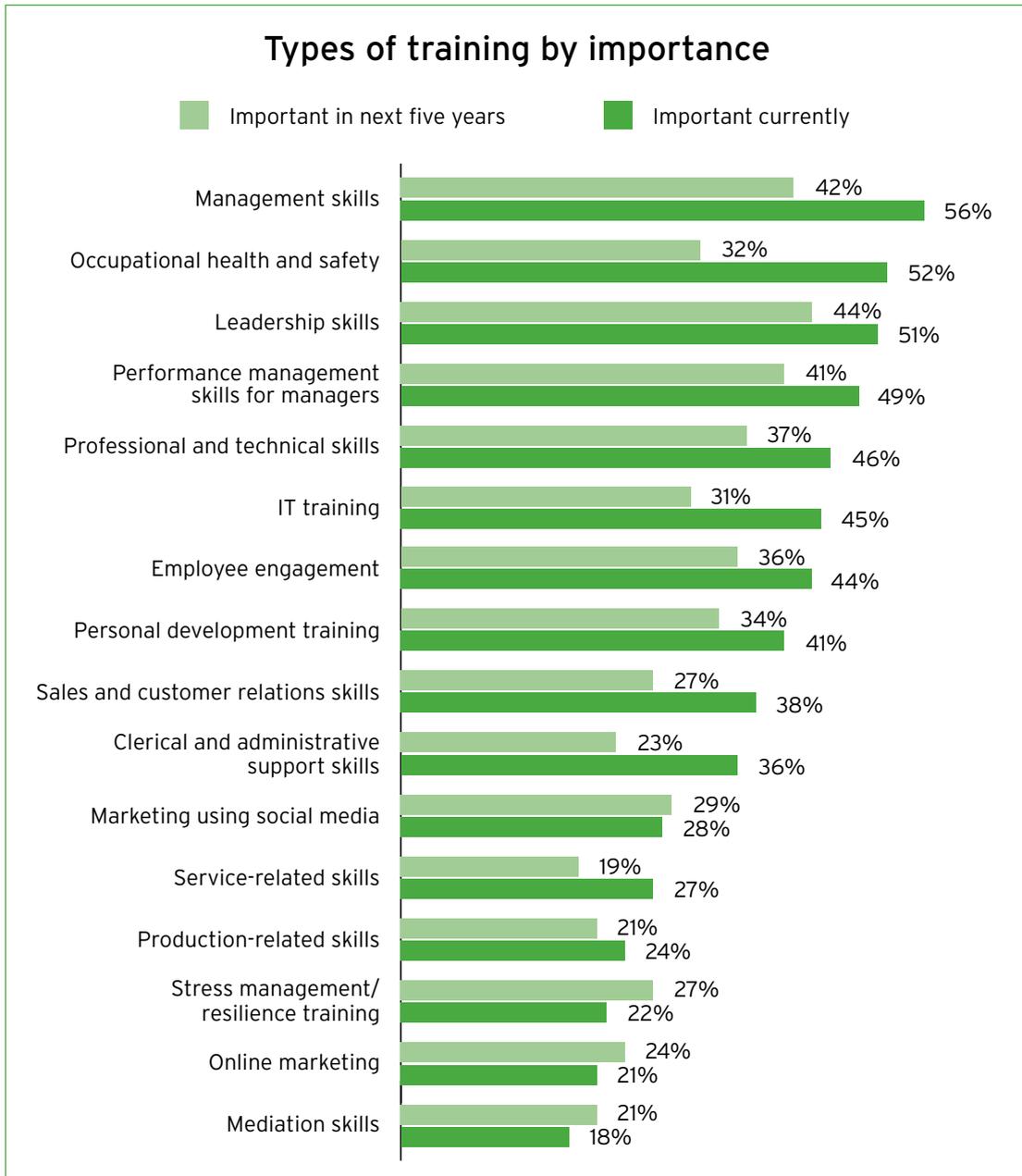
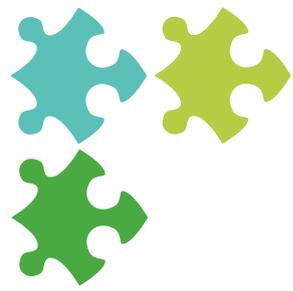
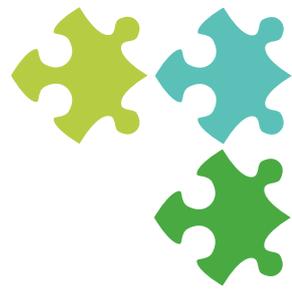


Figure 2: Types of training by importance

Provision of training currently and in five years' time

As the top five skills earmarked for training provision come from both technical and behavioural fields, it appears that employers are attempting to maintain a balance of task and people focus. Almost half of the respondent companies expected to provide training in relation to occupational health and safety in 2012. Management skills, IT training and performance management skills for managers, leadership



and professional and technical skills training also are expected to be undertaken in over a third of respondent companies. Similar to levels of importance on the previous page, more companies expect to provide training on the current less popular types of training in five years' time, those training types being online marketing, stress management and mediation skills.

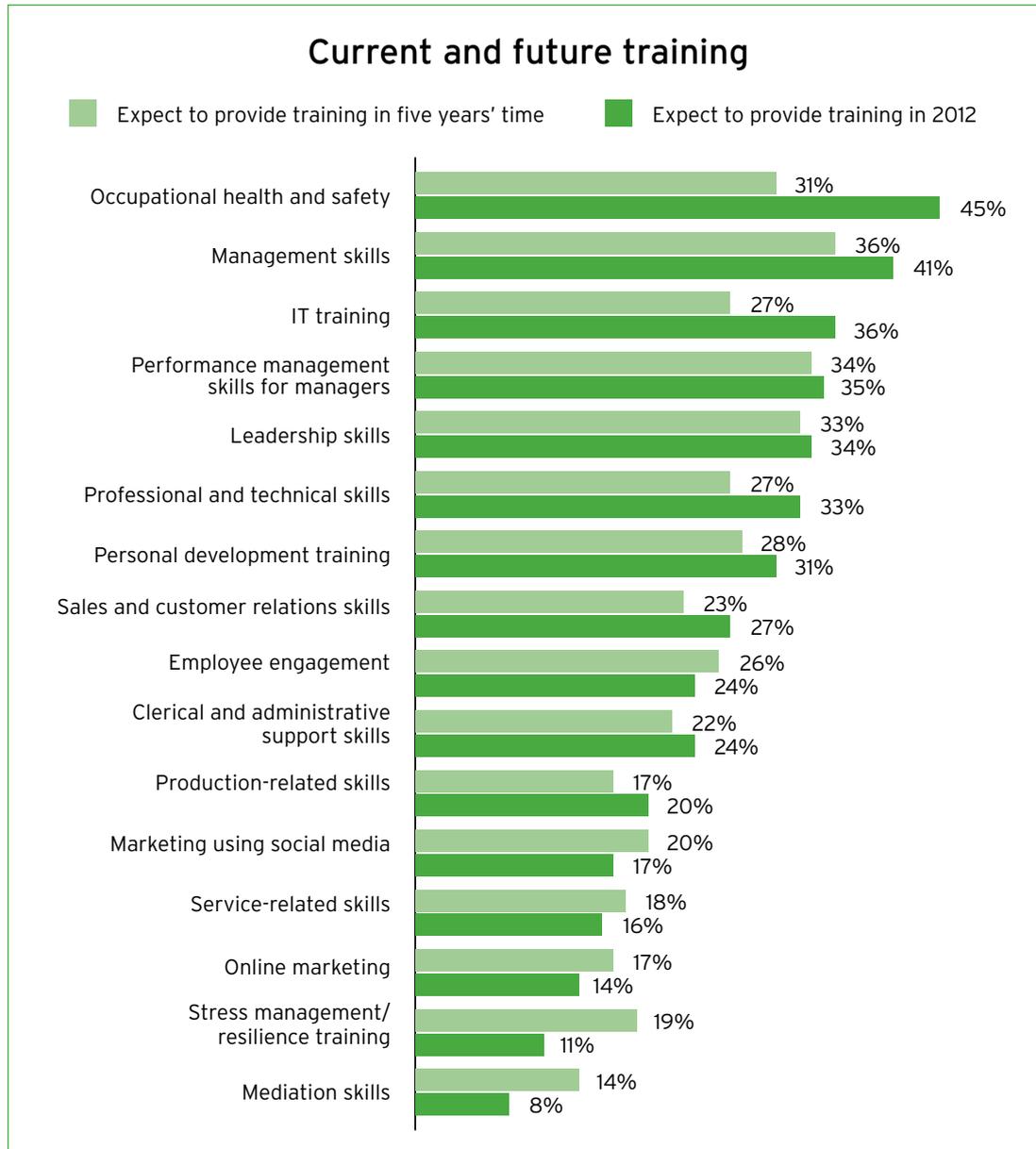
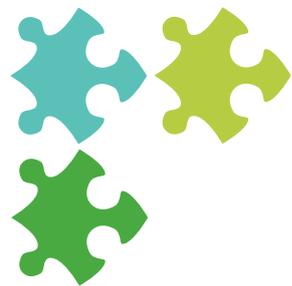


Figure 3: Current and future training provision

Management training required 2012/2013

Performance management is the skill identified by most companies as a management training need for 2012 and 2013. Leadership, employee engagement and change management were also identified by around a third of respondent companies. This strong representation of 'soft' management skills sets out a powerful people management agenda for the future. It is likely that this focus on performance



management reflects the concern for productivity/ competitiveness, regulation, change and motivation indicated in respondents' training objectives. In the Abbott case study (see page 29) this type of people management agenda formed the basis for a management development programme. The programme was ambitious and involved several strands of manager-staff interactions such as team meetings, feedback and coaching in an effort to build engagement levels and relationships at work.

Areas such as marketing online, industrial relations and finance were identified by around one in ten respondent companies. The following table sets out the full details.

Table 8: main skill areas for management training in 2012/2013 (N=445)

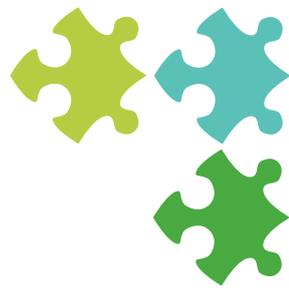
Method	Percentage of companies
Performance management	43%
Leadership	37%
Employee engagement	34%
Change management	30%
Communications	27%
Personal development	24%
Professional and technical skills (role related)	22%
Employment law	21%
IT training	18%
Managing people in a downturn	17%
Social media	13%
Finance	11%
Industrial relations/negotiation skills	11%
Marketing online	11%
Other*	2%

*Other includes: customer service, health and safety (2 companies); interviewing skills and performance management; Project management; Regulatory; Retail sales; Time management

Coaching

As noted above (Methods of Training Used) coaching (and mentoring) has emerged as an increasingly popular training methodology. The intention to further develop managers' performance management, leadership and engagement skills is likely to see this approach increase in 2013. For this reason it is worth examining the trend and practical implications in more depth.

In 2012 over a quarter (27%) of those organisations that currently offer coaching to employees expect the amount of coaching in their organisations to increase in the next twelve months. Just under one in ten (8%) expect the amount of coaching to decrease. This finding tracks a similar trend emerging from European data which indicates that while 61% will maintain levels of coaching in their organisations, just 29% will increase coaching, (EMCC, 2012). Some 43% of respondent companies indicated that they offered coaching either to everyone in the organisation (13%) or to certain job levels within the



organisation (30%). Of the 191 companies where coaching was offered, the following graph illustrates the type of employee who was offered coaching.

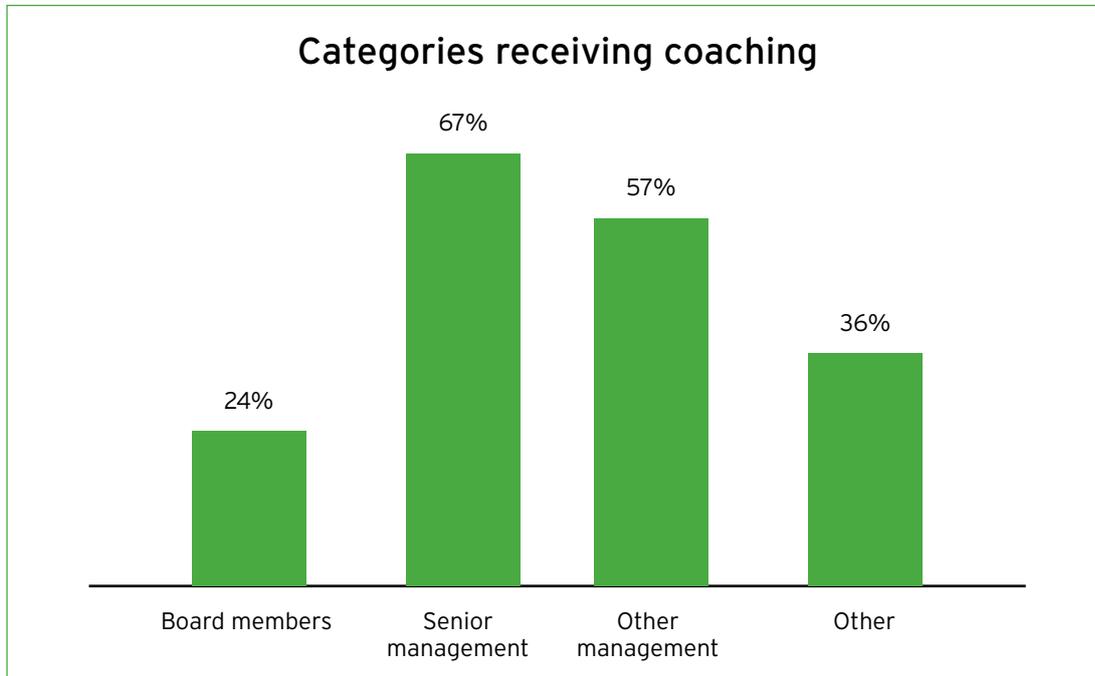


Figure 4: Categories of employee receiving coaching

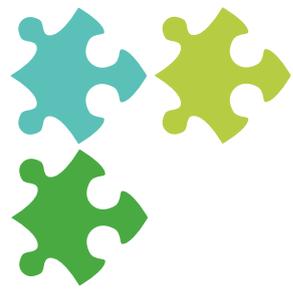
For the 36% of companies providing coaching to 'other' staff, the types of staff category likely to receive coaching varied. In many cases, coaching was available to all staff where it was required or relevant to their role. Some specific job titles were outlined for example, line managers, junior staff, financial advisors etc. In some cases, high potential employees were identified and coaching was provided.

The most important criteria for the selection of a coach is his/her experience (99% rated very important or important) followed closely by knowing, liking and trusting the coach (90% combined very important or important) with 88% rating the coach's knowledge of the organisation as very important or important.

Most respondents combined internal and external coaches (45%). Just over a quarter (27%) use internal coaches only, while slightly fewer (22%) used external coaches only. In 5% of respondent organisations the choice of internal or external coaches depends on the reason for providing coaching in the first place. Some 3% of respondent organisations did not provide details.

Relatively few, just over one in five of the organisations that offer coaching measure the return on investment, which is relatively few. The ROI measurements varied considerably, but were largely qualitative methods such as participant feedback, appraisal systems, coach's feedback and attitude surveys.

The main barriers in providing coaching identified by those companies already providing coaching to employees related in the main to the time required to provide coaching and/ or the cost of coaching.



Case Studies

The three case studies that follow, Noffla, Superquinn and Abbott offer practical examples of many of the trends highlighted in the report, e.g. the use of eLearning tools, combining internal and external training, and the integration of coaching.

Although each case is unique in terms of company, context and intent some common lessons emerge from these cases:

- clear objectives / desired outcomes are key,
- the importance of having clear plans and timelines,
- the value of involving of key personnel such as senior and operational managers in the design and delivery of training,
- keeping the learner at the centre of design and delivery,
- ensuring progress is monitored and adjustments are made where necessary.

In addition, each of these organisations ties their learning & development strategy to key organisational outcomes in different ways: Noffla responds to operational and financial constraints; Superquinn addresses the issue of creating and maintaining a talent pipeline; and Abbott is working on increasing engagement and combating attrition. This strategic context ensures that the training remains relevant to managers and central to organisational success.

Overall these case studies demonstrate how a structured consultative approach to designing training interventions can ensure successful realisation of strategic goals.



CASE STUDY 1

NOffLA-National Off Licence Association

Company Background

The National Off-Licence Association (NOffLA) is a non-profit trade organisation representing 330 independent off-licences nationwide. NOffLA believes that it is imperative for every retailer of alcohol to be adequately trained in such areas as current licencing laws, how to deal with problematic situations regarding underage purchasing, drunkenness and anti-social behaviour. The Association has taken a proactive stance towards tackling alcohol related problems by developing a voluntary training initiative for its members called Responsible Trading Certificate (RTC). Membership is conditional on completion of this training programme.

Given the strict legal framework governing the alcohol retail sector, training provides a means for staff and licence holders to keep up to date with changes in legislation and best practice in the industry.

Changes in the business environment in terms of reduced trading hours, competition from multiples, penalties for selling alcohol to those who are underage, all in a highly regulated operating environment, mean that training and up skilling is a critical part of every off licence's survival strategy.

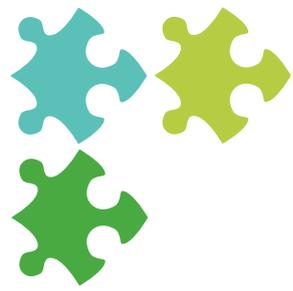
Programme Background

NOffLA's programme won the Irish Institute of Training and Development National Training Award for Most Innovative Use of Technology in 2012. This programme was designed based on recognition among those in the trade of a number of critical barriers to training among members of the Association. These included cost, resources when one staff member was on a course, time off-site, dispersed nature of members and the scope of training for members being limited to management staff. Although many members of the Association were not experts in the field of IT, with a significant proportion being low users of technology in their work, a pilot programme using e-learning was designed in order to address many of these barriers, and to encourage more companies in the sector to take part in training among their people.

The benefits of this approach were focused on driving the costs of training down, while increasing the knowledge of staff, sharing knowledge among different outlets and enhancing the rollout of training countrywide. The benefits for the trainee included being able to now complete just in time training which was self paced, accredited, user friendly, more available than classroom training and more flexible.

How was the programme designed?

There were a number of steps involved in designing NOffLA's online module of their RTC programme.



Key steps in the design process:

1. Technology choice

NOffLA had a number of key requirements when it came to selecting a technology platform for the management of their online learning. These included:

- Ease of use - a must to ensure the platform would be used by its members.
- Full learning management capability - to include online assessment, tracking user achievement, detailed logs of activity and no restrictions on learning content.
- Web 2.0 social functionality - to foster a sense of online community, they needed the tools to facilitate interactions between all users and trainers such as forums, instant messenger and wikis.
- Quality of technical support - NOffLA needed a strong technical partner who could manage all the technology aspects of the site in order to let their trainer focus on the learning aspects of the programme. Server capability, expert advice, patching and keeping the software up to date were areas where they needed support.
- Cost of ownership - It was important that the solution was cost effective and did not have an expensive annual licence fee over and above the cost of managing and supporting the site. Therefore an open source (no licence cost) solution was the obvious choice.
- Online certification - the ability to assess participants and issue certificates online without the "hands on" intervention of the trainer.

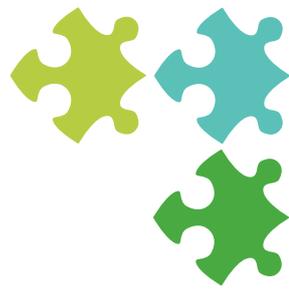
Moodle ticked all these boxes and given its large user base in Ireland and globally it had the advantage of being a well proven and very robust product, so it was selected as the Learning Management System (LMS) and an experienced Moodle partner was contracted.

2. Training

NOffLA's trainer had to participate in technical training to fully understand the capabilities of Moodle. This was undertaken with Enovation Solutions (their Moodle partner) on a one to one basis.

3. Site Development

- a) A Moodle "theme" was created in accordance with the RTC branding for the training site.
- b) A "Scheme of Work" was developed as a methodical way of breaking down content into themes and sequences and selecting appropriate learning resources and activities for each learning outcome.
- c) Creation of learning objects and conversion of existing content to the online environment.
- d) The course was then piloted amongst member staff and external contacts with varying I.T. capabilities.



- e) The course was edited to incorporate feedback which included:
1. A need to improve course navigation. This required a complete re-design of the course layout and structure to improve the intuitiveness of the site.
 2. Additional technical training was sought to allow the use of hyperlink buttons as an alternative to the traditional Moodle topic format.
 3. To improve the intuitiveness of the course colour coded link buttons were developed relating to each learning resource/activity for consistency from topic to topic and back buttons to improve navigation throughout.
 4. The need for user guides/instructions was highlighted, so NOFFLA's trainer developed instructional guides for each aspect of the user experience.
- f) The modified version of the course was tested further and suggestions were incorporated before the launch phase.

The Challenge

NOFFLA wanted to convert the Responsible Trading Certificate course to become the first on line programme offered by the association. This presented a number of challenges including:

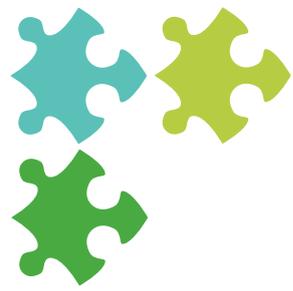
1. Development of a programme accessible to members dispersed around the country.
2. Retention of vital components of the course content without compromising the interactive and experiential features of the classroom model when converted to the online environment.
3. Creation of varied and engaging learner-focussed content which would cater for all learner types.
4. Creation of a user-friendly and intuitive online programme as the membership comprised varying levels of I.T. capabilities.

The target audience had to be kept in focus throughout all of this phase, as skills needed to be practised in a range of areas, while using this form of training and avoiding over complicating the process. A training manual was produced to aid participants with navigating their way through the programme, all of which was tested prior to rollout.

In terms of implementation costs, these are detailed below as a percentage of overall spend.

E learning costs breakdown:

- Introductory training - 8%
- Branding, hosting , support with Moodle partner - 49%
- Consultancy - 27%
- Training manual - 10%
- Additional software - 6%



The project spanned a year in total as there was only one resource person working (on a part-time basis) on this project from within NOFFLA. This began with 3 months training for this person, 6 months to develop the course content ensuring it delivered the skills and knowledge trainees needed, and 3 months for the testing and implementation phase.

Once the programme was up and running NOFFLA experienced a decrease in certain costs (e.g. venue hire, production of course materials, correction of exams and distribution of certificates) and avoided expenses to its members including travel and shop cover costs which resulted in a percentage cost saving per trainee of 130% for the online programme and a greater return on investment compared with the face-to-face format.

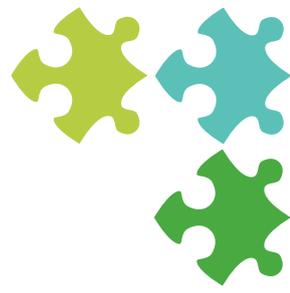
Course Content

In terms of course design, a range of resources and activities from the Moodle platform were used as well as developing learning objectives using external authoring tools. These included;

1. Creation of scorms (presentations with audio - these were scripted and recorded by the trainer).
2. Development of quizzes & question banks.
3. Set up site files.
4. Sourcing reference sites.
5. Sourcing images for each topic.
6. Development of discussion forums.
7. Development of exercises and videos.
8. Development of web pages (e.g. for best practice tips).
9. Development of feedback/evaluation questionnaires.
10. Development of final assessment exam and grading structure.
11. Development of hyper-linked navigation buttons.

The new online format meant that participants could maximise down times during working hours and increased accessibility to the training that really mattered for those in this sector.

The look and feel of the site was vital to its success. Large icons and easy to follow navigational tools were built into the design based on the feedback from those using it at the pilot stage. A large Help icon was clearly located on each page, with the logout button also being made clear for those new to IT. Course modules were clearly highlighted, with an in built mechanism in the programme which ensures participants cannot skip or race through content prior to the final exam.



Performance Analysis

When analysing the impact of the programme, there were a number of clear measures of success. These included increased frequency of training and the numbers trained. With the reduced training costs it was now accessible to staff at all levels (not just managers). The training was self paced, so it suited the individual learner's particular style and speed. This approach ensured that large company quality training could be offered to small companies at an affordable price. By using this medium, there was greater scope to use a range of learning materials in the course design and delivery including new tools not available in the classroom version, thus making the course more unique, enjoyable and ultimately, more impactful for participants.

In terms of financial results, there was a greater return on investment from this programme (17.65% vs. - 8.2% for face to face training). The overall cost savings per participant worked out at 130% cost saving per employee, while the course delivery meant there was no travel or additional overnight expenses for those living out of the main cities.

Lessons Learned

Online training must be comprehensive and intuitive.

- Preparation and planning is key.
- The content design and format has been tried and tested.
- Clear and achievable timelines need to be set in advance of the project.
- The IT has to fit the audience, so lessons were learned on the way about what participants needed in this area.
- The on- training manual has become the operational manual now widely used as a reference and training tool.
- Monitoring on an on-going basis is central to the success of this project.
- The site has to be dynamic or participants will stop visiting it or using it.



CASE STUDY 2

Superquinn - The GROW Programme aimed at Assistant managers

This programme won the Irish Institute of Training and Development National Training Award for large Enterprises, Retail Organisations, in 2012. This programme was designed based on a comprehensive training needs analysis exercise and was rolled out to all assistant managers in the business.

Programme Background

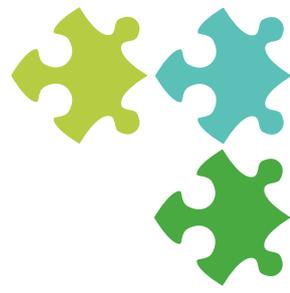
As a result of high turnover levels among the assistant manager levels in Superquinn, an overwhelming amount of information that needed to be learned by new managers who joined the business, and an identified training need among this level in the business, this particular GROW programme was designed. A range of core competencies, knowledge and skills were identified for the assistant manager grade within the business. The objectives of the course were to bring all existing assistant managers to the same operational standard and level of competence while providing a framework for measuring that level of competence. The other key objectives were to provide a structured training programme for all new assistant managers and to provide clarity around how to proceed to the next level on the management ladder.

How does the GROW programme work?

The programme starts with a detailed TNA for each assistant manager. The store manager rates the assistant manager's competence on a scale of 1-4 on all of the competencies identified for the role. Recognition of prior learning is also taken into account when undertaking this exercise. The training in these areas included both classroom and on the job training, with each area being categorised into gold, silver and bronze in terms of priorities for each assistant manager. A training plan is then drawn up with scheduled external and internal classroom training, an on-the-job validation process put in place to check the learning and the TNA updated regularly to ensure the plan was being carried out.

The training team at Superquinn were keen to make sure this new GROW programme was updated and enhanced as it was rolled out, so the evaluation of the learning and application of the skills was a critical element of the overall design. Members of the training team regularly check the training folders of assistant managers, oversee the attendance at all programme sessions and conduct real time evaluations of every session run with the overall goal of enhancing the programme content and format. The programme is supported by the running of a number of assistant manager forums throughout the year which cover topics identified on the TNA and gives the group of course participants the opportunity to meet together and discuss their progress on the programme.

Although each store received a hard copy of the programme manual, with all policies and procedures outlined, the courses is also available on line, with an easy to navigate system enabling participants to progress through each module.



Programme Content

The programme content consists of both classroom and on-the-job modules however it is predominantly an on-the-job training programme which suits the retail working environment very effectively.

Classroom modules includes both soft skills and technical training including the following:

- Communication Skills
- Coaching & Mentoring Skills
- Grievance & Disciplinary Training
- Interviewing Skills
- Microsoft Word / Excel / PowerPoint

On-the-Job Training modules includes the following:

- BW Reporting
- Labour Management
- Stock Control Training
- Price Control Training
- Crisis Management

All on-the-job training is validated and signed off by the line manager. Validation documentation is available for inspection by the training team or the Regional HR management team.

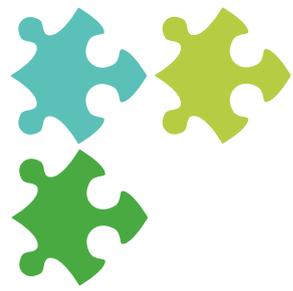
Performance Management

The GROW programme has now found a designated section as part of the Performance Review document.

As a result of the programme, there has been an increase in overall performance levels among the assistant manager group, with the following measures indicating success in this area:

- Better cost control including areas such as waste, shrink and labour budgets
- Increased margin performance
- A clearer understanding of how the business operates

Store managers now have a transparent overview of the training completed, which can be contrasted with the assistant manager's daily performance levels. A clear and defined progress report is now available for the Regional management team to facilitate the potential career progression of all assistant managers within Superquinn.



Lessons Learned

Throughout the process, a number of learning points were identified.

- The content design and format has been tried and tested.
- Each manager devised their own personal training plan at the start of the process.
- Prioritisation of the process - Gold, silver and bronze, has had a significant impact in terms of focusing on the important training needs.
- Store managers have been involved throughout the TNA process as well as on the job training, together with validating every assistant manager's progress.
- Opportunities for feedback were given to assistant managers throughout the validation process.
- The programme is metric driven as the training needs of assistant managers are reviewed as part of performance management.
- Clear and achievable timelines have been agreed.
- The on the job manual has become the operational manual now widely used as a reference and training tool.
- The GROW programme has become an integral part of the succession planning process within Superquinn.

Programme Testimonials

These are some of the testimonials of participants on the programme. They summarise the real impact of the programme in terms of impact, behaviour and skills.

- I found the GROW programme was a great way to identify my training needs and the follow up training was excellent.
- It was an excellent reference point that I turned to many times as a guide and support in handling everyday activities that helped and supported me.
- I think the GROW programme does exactly what it says on the tin. It helped me to grow as a manager. It also gave me a clear understanding of what the company expected of me as a manager, something that wasn't always clear in the past, and most importantly, it gave me the tools I needed to do my job.
- Grow has enabled the participants to identify their specific training and development needs and gives them a clear pathway to receiving this training as they develop their careers. Grow puts them in control to develop at a pace that is appropriate to themselves as they can prioritise where they need support to progress.



CASE STUDY 3

Abbott Case Study

Abbott is a global health care company employing more than 90,000 people worldwide. AV Clonmel manufactures vascular devices for global supply and employs 1600 people. The particular initiative which will be outlined in this report was a key element of the Site Training Plan in 2011. The specific initiative was aimed at developing behaviours and competence in building more effective working relationships, both at an individual and team level. Abbott won the overall prize for best company at the 2012 IITD National Training Awards for Large Enterprises. Abbott Ireland (Vascular Division), Clonmel had responded to the results of the culture survey in the organisation with a communications initiative called 'Moving to a High Performance Organisation' which was designed to create better flows of communication between line managers and their reports, creating an environment which engages people and provides the support to sustain the success of the organisation. The commitment of the Divisional VP and Management team were central to the overall success of the design.

The opinions and ideas of the people working in Abbott are central to this particular initiative. These were listened to through the 2 yearly culture survey, corridor and canteen conversations, one to one meetings, exit interviews as well as a diagnostic report commissioned as part of this initiative. The overall feedback was that the organisation was good with hard facts, metrics and objectives, whereas it needed to improve in the people oriented softer skills area.

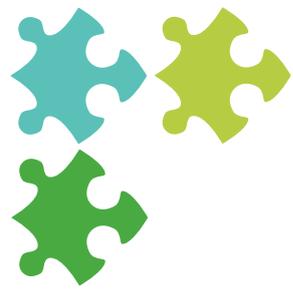
The specific diagnostic tool designed for this initiative was very useful in identifying current strengths and weaknesses in the organisation. These included:

Positives

- Clonmel was very effective in developing, executing and communicating strategy.
- The structure, reporting relationships and individual performance evaluation ensure employees take responsibility for business results.
- Strongly process oriented.
- Various tools and systems of communication exist.
- Analytical, process driven approach to problem solving, demonstrating a strong focus on cognitive skills among staff.
- Highly qualified and committed workforce.
- Established recognition schemes in place.
- Strong emphasis on social responsibility.
- Active sports and social club.

Negatives

- Volume and pace of work is increasing pressure and stress levels.



- Little room for failure, with focus on task not people.
- Fear culture exists.
- Perception of unfair performance assessments due to forced distribution ratings.
- Inconsistent style among managers.
- People managers don't spend enough time talking to their people or having difficult conversations.
- One way communication from the top down.
- Leadership is described positively by senior levels, though other levels disagree.
- Attrition was -9% which is very high for today's environment.
- There is a meetings culture, without proper prioritisation.
- Too many reports for low level activities.

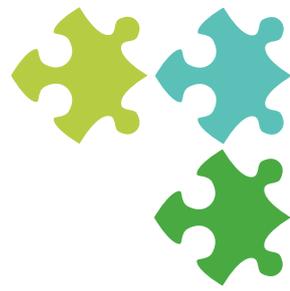
The following are the conclusions from Culture Survey and Diagnostic:

- Clonmel is a highly successful organisation with a high achievement culture.
- The high achievement culture is expressed in the approach of people managers throughout the business.

However, as the focus on employee engagement was not as high as it should be, there was a danger of employee demotivation and attrition. Therefore, the focus on engagement was needed to sustain business performance in the future. To achieve this high performing culture, clear goals were set, but people were given the scope to achieve these in a variety of ways, while a focus on shared learning and support for staff was central to success. In order to build organisational stamina, leadership capability was developed ensuring a consistent culture across the site, while a best practice approach to people management was adopted.

A Roadmap for the future was drawn up including:

- Aligning leadership around the basic focal points and skills.
- Focusing on leadership competencies.
- Every person in a leadership position had to be a change agent which included making the change mean something for the team.
- Driving leadership behavioural changes at all level.
- Recognising the value of people in the organisation.
- Realigning HR to high performers and developing people.
- Establishing a culture for peer to peer sharing.



The programme focused on developing core skills for all managers in terms of how they built relationships and engagement levels with their people. The particular training centred on the following areas:

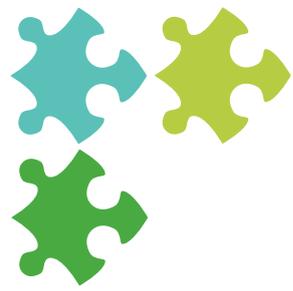
- All managers had meaningful 1 to 1 meetings with their people regularly throughout the year, where they listened and encouraged staff to talk, while focusing on positive feedback as much as possible.
- Managers were encouraged to have group meetings or huddles with their teams with the purpose of updating everyone on the business position, obtaining a progress update and to build the team spirit. Managers were trained in how best to conduct these meetings while at the same time being up skilled on how to develop their written and verbal communication skills in group meetings.
- The importance of giving feedback was recognised by this initiative, so managers were trained in the vital skills of giving effective feedback.
- The programme was designed in a modular way which allowed managers to practice the skills and implement the learning between modules.
- The skill of coaching was focused on during the programme, particularly focusing on developing coaching in a high performance culture as opposed to a high achieving one. Managers were given the opportunity to practice their coaching skills as part of the programme, having recognised the value that this activity would bring to the team and to the new way of doing things in Abbott Vascular.
- Managers were trained in the skills and knowledge surrounding the area of motivation. A number of very clear guidelines were discussed around things to do and things to avoid in order to ensure high levels of motivation among staff.

An underlying ethos throughout the development programme for managers centred on developing performance excellence in a high performing organisation. Abbott employees needed to be clear about:

1. What - Goals/ objectives
2. How - Competencies
3. Their feedback
4. Their development

It was the role of each manager to ensure his/her people were clear on each of these 4 areas. A critical part of the journey was the development of leadership competencies among the management and senior team in the business. These competencies included:

- Make the difficult decisions.
- Drive for results.
- Have a clear vision and strategy.



- Know the business.
- Build the organisation and inspire the people.
- Encourage an open exchange of ideas and knowledge.

All managers were aware of the need to model these competencies every day in their dealings with staff, thus ensuring consistency among this leadership group and ensuring the desired culture was developed and sustained.

In summary, the vision of Abbott Vascular Clonmel was to create a high performing organisation. The need to develop leadership capability to sustain this success was critical. The tools to help bring about this change included the diagnostic report, all employee communication, steering team meetings, peer to peer reviews and a refocus of the role of HR to include all staff, rather than the bottom 5%.

A clear project plan was put in place with measurable outputs and timelines including the roll out of the training and coaching workshops and train the trainer programmes. A SWOT analysis was completed in the review stage which indicated the following:

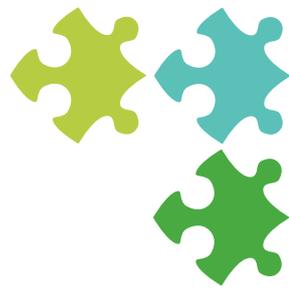
Strengths - People were willing to embrace the concepts taught and were willing to learn. Managers made a good start on using their new people management skills and approach throughout the year, leading others more effectively than before.

Weaknesses - Change was localised and individual to the particular manager. There was no major shift in how staff viewed leadership in the business overall. Business challenges still saw a focus on the high achieving culture as opposed to the high performing one.

Opportunities - Expectations need to be linked to real goals as part of the coaching process. Focus on team building more. Managers needed to provide a clear roadmap for change in their areas. Leadership behaviours should be rewarded and recognised.

Threats - A high volume of operators did not experience any impact as a result of this change programme. Soft change may be overshadowed by hard business expectations and challenges.

As an organisation, Abbott Vascular Clonmel are at the stage of enabling managers to bring about the change needed while creating short term wins for themselves and their people. The challenge that lies ahead is not to let up and to make it stick. Therefore, although much has already been achieved on the journey, the focus now centres on implementing and sustaining the change into the future. In this way, the new culture of a high performing organisation is likely to grow and become the new way of doing business in this progressive organisation.



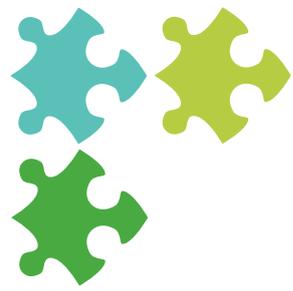
Conclusions

These cases studies remind us of the varied and powerful approaches to workplace development. Although each of these organisations have pursued different training strategies we can see the importance of planning and monitoring learner centred training interventions in order to realise organisational goals.

These examples of workplace development in action, combined with research and survey findings indicate a rich and varied training and development landscape in Ireland, Europe and the US. It is clear that staff training and skill development continue to provide the building blocks of organisational capability and capacity.

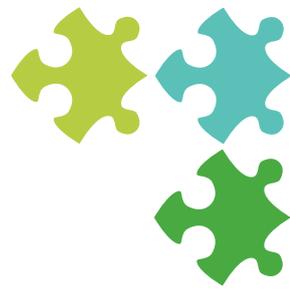
Although we continue to provide traditional training sessions internally and externally, harnessing other tools such as coaching and eLearning technologies is providing new opportunities to broaden the range and content of training interventions.

The focus on management, leadership and performance management skills now and into the future ensures that the both technical and soft skills continue to be developed in the workplace. As clearly demonstrated in both the academic research and this survey, training can be formal or informal, external or internal, technical or behavioural; training objectives may be related to productivity, innovation or regulation; training budgets may be stable, shrinking or growing. There is wide array of training policies, strategies and procedures but, despite the differences between organisations, throughout this research it is clear that Irish organisations are continuing to invest in training in order to meet the strategic challenges of today and the opportunities of the future.

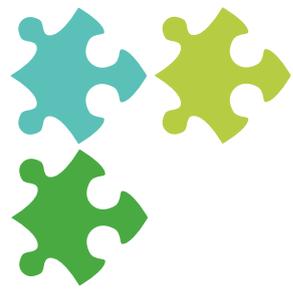


Appendix 1: Changes in type of training in last three years

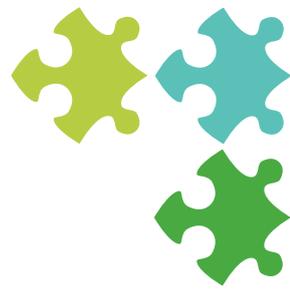
- A lot more lean manufacturing training
- Additional external training
- Additional training added to Training Plan
- All contracts managers are carrying out most of the training
- All inductions are written
- A lot more interactive, workshop style
- Appraisals
- As regulations change
- As we have become more automated the training needs have changed in line with this.
- [Name] changes and updated information
- BICS training added last year
- Central Bank requirements
- Change in processing
- Changes annually
- Changes driven by new technology, solutions and strategy
- Changing education changes
- Commitment to PQASSO & other lean quality initiative
- Compliance related mainly now
- Compliance training
- Constantly updated
- Continued focus on technical skills and a much more pronounced focus on behavioural skills
- Costs
- Depends on needs
- Depends on requirements
- Developed from pre-opening through to current requirements
- Development of technology and engineering
- Driver training changed due to infrastructure changes
- Due to budgetary constraints we carry out the minimum required training
- Due to business initiatives and changes
- Due to changes in our sector we have developed in house training to meet the needs of our staff. It is also more cost effective.
- Due to downsizing we required flexibility
- eLearning
- Emphasis on customer service and management development
- External training at higher levels
- FINUAS is used more frequently
- Focus has changed from technical to soft skills training



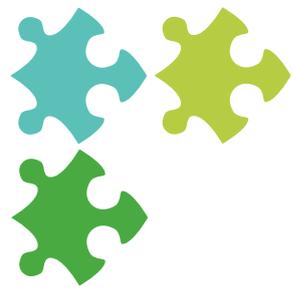
- Focus has shifted to leadership, management and specialist areas like collections, regulatory, customer
- Focus on business development training
- Focused on brand delivery
- Focusing on core skills
- Forklift
- Formal supervisor/management training and health and safety training.
- Greater focus on audience development
- H&S Courses
- Have engaged external trainers
- Hazardous chemical
- Health & Safety plus new standards for our industry
- Higher standards
- Huge reduction since 2008
- Improved range of training to provide specific training to specialist roles.
- Increased cross training to enable greater flexibility
- Increased emphasis on 'people development'
- Increased H&S and fire
- Interactive - less paper
- Internal training & insurance regulation
- introduced more energy training
- Introduced Train The Trainer FETAC Level 6 programme for the general workers to progress the multi-skill levels
- Just more and more
- Lean manufacturing
- Legislative and mandatory training, guest service focused
- Less external trainers
- Less external training
- Less on the job training as very low turnover of staff and employees are experienced and competent in their roles.
- Less soft skills training
- Less training
- Limited training due to funding
- Mainly health and safety
- Minimal amount of money spent on external training but putting training plan into action
- Miscellaneous
- More blended
- More bottom line focus
- More CPD training
- More developmental and management training
- More eLearning focus
- More emphasis on compliance
- More emphasis on transferable skills
- More external training
- More external training from experts



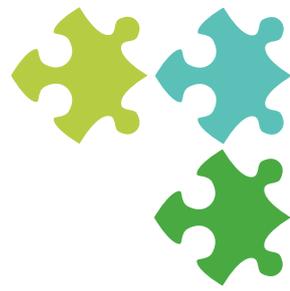
- More external. More business techniques
- More focus on accredited leadership & management development programmes
- More focus on business acumen and relationship skills
- More focus on business result and systems to drive efficiency
- More focus on developmental and talent management
- More focus on IT, including using whiteboards, Ipads
- More focus on leadership development
- More focus on leadership training. Mostly regulatory training prior to 2009.
- More focus on professional skills development, and more aligned to org objectives
- More focus on soft skills by external providers
- More focus on training and development internally through use of qualified and expertise resources in-house.
- More focus on winning deals
- More focused in the development of the individual, the team and the organisation
- More focused on business strategy, Lean CI etc.
- More focused on digital marketing and social media
- More focused on eLearning web offerings
- More focused on results
- More focused on technical skills
- More focussed on use of technology
- More formal
- More formal
- More formalised and centrally coordinated
- More forward looking and leading edge technologies
- More in-house
- More individual focus
- More in-house training
- More internal
- More internal
- More internal training
- More IT focused, especially with regards to deliver of postgraduate training for vets (Mandatory)
- More leadership style courses, and consultative selling, and change management
- More leadership training
- More leadership/less technical
- More lean manufacturing
- More management based training courses
- More management training
- More mentoring & on the job training
- More on line training taking place



- More on line, & detailed on the job with processes broken down into steps
- More on people management
- More quality focussed
- More selling skills
- More specific around certain organisation initiatives e.g. agile training
- More structured on the job training with assessments refined; strategic leadership development activities launched
- More targets training
- More technical and specific training is given
- More training
- More training now provided
- More frequent and more focus
- Moved to short training on key skills
- Much more developmental, wide range of courses available through university T&D - UCD and DCU
- Multi-skilling
- New aircraft types, new technology
- New IT system introduced, new regulations, new induction programme...
- New products and associated skillsets for prototyping, programming, testing.
- New systems
- New training program catering to current economic situation
- Now doing H&S and employment lay based areas
- Online training
- Only statutory training that is required in transport
- Our training schedule is revised every year to address training needs which change regularly. We also run courses during the year which may not be part of our original plan but are necessary to meet a business need.
- Purchase of new machinery
- Quality requirements
- Reduce staff in production hence more training given.
- Reduced and more in-house
- Reduced due to economic circumstances
- Reduced to H & S needs only
- Reduction of external courses
- Sales
- Smaller groups. More customer focused.
- Staff progressing through courses
- Technical training
- Technology based
- The role of group training & development manager has been introduced in the last year.
- The training is reviewed on an annual basis. Changes are made to current programmes and new courses and seminars are sourced/designed.
- To comply with regulations

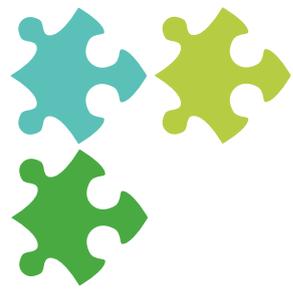


- To meet minimum competency requirements of the Central Bank
- Topics such as leading in challenging times are now on our training agenda
- Trained our internal trainers
- Trainer made redundant
- Training deemed essential or critical is prioritised
- Up to date training
- Updated as certification requirements dictate
- Updated to reflect business changes
- Updates on processes and regulatory requirements
- We are currently not approving any new external academic courses.
- We are doing less course based training and more hands on experiential training which can be linked directly to their job roles.
- We are funded by DSP but currently have no training budget
- We don't only do mandatory training now. Before we would have offered a lot more training courses
- We had no training 3 years ago but we are slowly trying to re-implement.
- We have a suite of training programmes at all levels of the business from induction to management training programmes.
- We have employed a full time safety officer
- We have started to use more on the job coaching and upskilling. Our external courses have become more focused on quality.
- We have undertaken coaching and mentoring this year
- We have updated our training course on challenging behaviour, we have used external training to give frontline managers training, and we have redesigned our performance appraisal system and trained frontline managers on same we also have our therapists giving practical training with regard service user care.
- With legislation

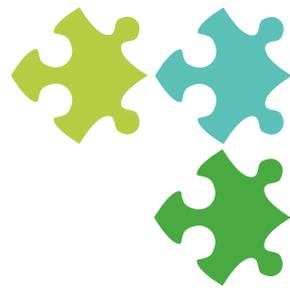


Appendix 2: Changes in training methods in last three years

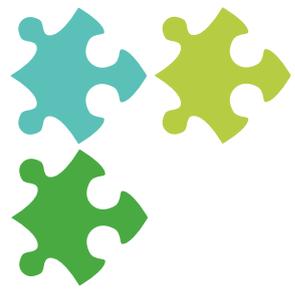
- 3 years ago we didn't have a plan or any formal training. Now we have such a plan
- A lot more based on problem solving on the factory floor
- A new training facility has been built along with a new course
- Additional trainers trained to utilise in-house expertise
- All external training
- All software training now done online
- Almost all training now delivered in house via webcast/virtual means
- As above. Three years ago we had no training.
- Availing of free places from member organisations
- Beginning to use more eLearning
- Brought in external planner
- Carry out 35% of our training on online/ webinars
- Developed from meeting pre-opening requirements to meeting current requirements
- eLearning has been introduced
- Effectiveness Questions given
- eLearning
- eLearning
- Enhanced our methods- blended approach- less PowerPoint learning forums
- Extended time given to driver training due to infrastructure changes
- External
- Greater use of outsourcing
- Greater use of technology. 40% + delivered through technology including iPhone
- Have introduced a in-house company training academy
- In line with altered focus
- Increase in amount of coaching
- Increase in blended and online training
- Increase in online training
- Internal
- Internet usage
- Introduction of online training
- Introduced some online modules
- Introduced Train The Trainer FETAC Level 6 programme for the general workers to progress the multi-skill levels
- Introduction of leadership training using an external vendor.
- Introduction of more e learning
- Management development programmes currently being designed



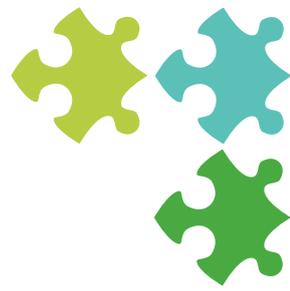
- specific to needs of employees
- Mentoring/coaching used this year
- Mixed mediums used
- More “compact” value driven
- More blended learning
- More coaching
- More departmental orientated - catering for individuals rather than as a group
- More detailed and employee specific
- More DVD & visual including LSS methodologies
- More eLearning
- More eLearning
- More emphasis on eLearning
- More emphasis on experiential learning and self driven
- More external
- more external certs required
- More external providers
- More focused
- More focused on core individuals
- More formal
- More formal, off the desk training
- More group wide training in Asia and USA
- More in house
- More in house or global training
- More in house training
- More in-house
- More in-house external training
- More in-house been carried out
- More internal
- More internal training
- More Internal training
- More internal training than before
- More internal training. We are part of a multinational company who have rolled out training modules across the organisation and we have trained internal training facilitators
- More IT focused
- More local line manager delivering team training
- More mentoring programmes
- More on line training
- More on the job
- More on the job training
- More one on one
- More online training used
- More ownership placed on employees to engage
- More regular
- More sales orientated
- More specific
- More structured, product based.
- More team in-house sessions
- More training carried out by external sources
- More training organised in Company
- More training undertaken



- More use of eLearning
- More use of internal staff
- More use of power point
- More use of videos
- More use of web
- More virtual / eLearning / blended learning
- More web based
- More workshop based
- Move to more interactive PC based types of training
- Moved more online
- Moved to short training on key skills
- Moving towards to delivering half day workshops
- New trainers
- No longer using outside trainers for cleaning related training, now in-house.
- No training previously
- Now use internet based training
- On line internal university now available to all staff. Compulsory training done online
- Online Training
- Online training now available
- Provide a blended suite of training methods
- Self-taught is now a standard method of training.
- Smaller groups - 1 on 1 basis - a lot of focus on mandatory requirements
- Smaller groups. External trainers
- Some use of online
- Starting more blended learning
- Systematic trainers appointed
- Technical evaluation
- There is a move towards a blended approach to learning incorporating seminars, coaching sessions, mentoring, courses and podcasts/ eLearning/webinars.
- Training trainers to deliver training at regional level
- Use multiple methods
- Use of coaching
- Use of eLearning in some situations
- Use of external trainers.
- Using more visual media based training
- Utilised a lot more "soft skill" style training rather than all stand up classroom based
- Visual aids
- We always use a variety of training methods
- We have identified new providers
- We have trained more in-house staff on delivering training courses. We avail of fewer external training courses.
- We now use short standard work sheets.
- We now use our own developed computer courses for training



- We use various methods of training and online training suites for our staff as it is difficult to release staff during working hours.
- We would tend to look for existing courses on which to place key staff rather than contract a trainer to train all staff in a particular area.
- Webinars
- Webinars
- With have incorporated eLearning to the training methods
- Work on 70/20/10 model. 70% of training is doing the job/20% is coaching/10% is formal course
- Yes - more interactive
- Yes and no here, we use more workshop based approach
- Yes, More focus on HR training as well as operations
- Yes, more online training



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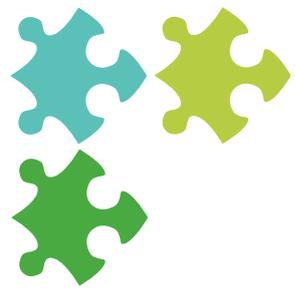
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IRISH BUSINESS AND EMPLOYERS CONFEDERATION

Confederation House 84/86 Lower Baggot Street Dublin 2
PHONE + 353 (0)1 605 1500 FAX + 353 (0)1 638 1500
EMAIL info@ibec.ie www.ibec.ie

CORK

Knockree House
Douglas Road
Cork
PHONE + 353 (0)21 429 5511
EMAIL info@ibec.ie

SOUTH EAST

Confederation House
Waterford Business Park
Cork Road Waterford
PHONE + 353 (0)51 331 260
EMAIL southeast@ibec.ie

MID-WEST

Gardner House
Bank Place
Charlotte Quay Limerick
PHONE + 353 (0)61 410 411
EMAIL midwest@ibec.ie

WEST

Ross House
Victoria Place
Galway
PHONE + 353 (0)91 561 109
EMAIL galway@ibec.ie

NORTH WEST

3rd Floor Pier One
Quay Street
Donegal Town
PHONE + 353 (0)74 972 4280
EMAIL northwest@ibec.ie

IBEC EUROPE

Avenue de Cortenberg, 89
Boite 2 1000 Bruxelles,
Belgium
PHONE + 32 (0)2 512 3333
EMAIL ibec.europe@ibec.ie
www.ibec.ie/europe