



Annual survey report 2008

Learning and development

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Summary of key findings

The 2008 *Learning and Development* survey provides data on current and emerging trends and issues in learning and development. This year we focused on some important issues facing the profession: employee skills; current and future learning and development practices; perceptions of e-learning; and the role of coaching. We also provide benchmark information on trends in workplace learning and training spend.

Employee skills

- Two in five (39%) respondents feel their learning and development activity has been influenced by the *Leitch Review of Skills: Prosperity for all in the global economy: world class skills* (2006). Around two in five have also considered or would consider implementing initiatives such as Train to Gain (44%) and signing the Employer Skills Pledge (47%).
- More organisations feel it is the Government's responsibility (87%) to raise educational standards among young people before they enter the workforce rather than employers' responsibility to raise literacy/numeracy standards within the workforce (57%). Sixty-two per cent feel the Government should prioritise funding on basic/lower-level skills.
- Compared with two years ago, organisations are now requiring a broader range of skills (61%) and a higher level of skills (40%). The key skills that employers class as very important include interpersonal (79%) and communication skills (68%). However, 66% of organisations feel that new employees currently lack both communication/interpersonal skills and management/leadership skills. Yet, these are also the same skills that organisations feel will be required to meet business objectives in the future.
- One-third of employers have a graduate training scheme. The main areas included in these schemes include coaching and/or mentoring (85%) and project assignments (81%).

Learning and development – the future

- The majority of organisations have experienced change over the last few years in delivering learning and development, with the most significant change concerning management development in the form of new programmes to develop the role of line managers (72%).
- Indeed, the crucial role of line managers highlighted in previous surveys is reinforced this year, with the majority being involved in determining learning and development needs (86%) and half predicting line managers will have greater responsibility for learning and development over the next five years (49%).
- On the whole, learning and development managers have accurately forecast changes in learning and development practices; e-learning, coaching/mentoring and in-house development programmes were all previously highlighted as growth areas. In-house development programmes (61%) and coaching by line managers (53%) are both now used more than previously.
- However, the expected use of e-learning has possibly been overanticipated, with less than half (47%) using more e-learning and a quarter (26%) saying they don't use or no longer use e-learning. This is possibly because few feel it is the most effective learning and development practice (7%).

E-learning

- Nonetheless, over half (57%) of organisations use e-learning, while nearly half tend to agree that e-learning is the most important development in training in the past few decades. The vast majority (82%) of public sector organisations use e-learning compared with just 42% of private sector companies.
- There is some indication that e-learning will be increasingly used as a training tool, with 29% saying that in the next three years between 25% and 50% of all training will be delivered via e-learning.
- More than three-quarters (79%) of respondents feel e-learning is not a substitute for classroom-based learning, while the vast majority (92%) feel that e-learning demands a new attitude to learning on the part of learners.
- Almost all (95%) feel that e-learning is more effective when combined with other forms of learning.

Coaching

- Seventy-one per cent of organisations undertake coaching activities, with a similar proportion (72%) finding coaching to be an effective tool.
- However, the purpose of coaching would appear to vary according to whom coaching is offered. Thus, within organisations that offer coaching to all of their employees, the purpose of this coaching is demonstrably used for general personal development (79%) and to remedy poor performance (74%), whereas within organisations that offer coaching only to managers, the emphasis for the purpose of coaching shifts towards its positioning as part of a wider management and leadership development programme.
- The bulk of the responsibility for delivering coaching lies with line managers coaching those who report to them (36%) and to HR and/or learning, training and development specialists (30%).
- The main methods used for evaluating the effectiveness of coaching include: through observation of changes (42%) and reviews of objectives conducted with line managers, coach and coachee (42%).

Economic influences on learning and development

- More organisations report facing similar (44%) economic circumstances in the past 12 months than those reporting either worse (33%) or better (22%) circumstances.
- However, the public sector continues to be gloomier than the private sector, with 53% reporting worse economic circumstances in the past 12 months, 45% reporting a cut in training funds and only 13% experiencing an increase in funding.
- Larger organisations – that is, those with more than 5,000 employees – also have a gloomy outlook, with 44% reporting worse conditions and 39% saying they have received a decrease in funding.
- Seventy-seven per cent of voluntary sector respondents report that funding for training has remained stable or increased, compared with 75% in the private sector and 54% in the public sector.

Training spends and budgets

- Seventy-seven per cent of organisations have a training budget.
- Voluntary sector organisations continue to spend more per employee per year on training, compared with the private sector and with the public sector.
- Those employing less than 250 continue to spend far more per head on training than those with more than 5,000 employees.

Employee skills

In December 2006, Lord Leitch published his report for the Government on predicting future skills needs and improving future skills levels in the UK (*Leitch Review of Skills: Prosperity for all in the global economy: world class skills*). Leitch makes a series of recommendations. These include:

- an employer ‘pledge’ that would involve the promise of training to every eligible employee to gain basic skills and a level 2 qualification
- an extension of the Train to Gain initiative, which gives employers access to a skills broker who can help identify the most appropriate and affordable training for employees. Train to Gain provides some funding itself.

In this section we examine the extent to which the Leitch Report has influenced organisations’ learning and development activities, as well as identify the type of skills required now and in the future, particularly among new employees and graduates.

Public sector organisations are most likely to say their learning and development activity has been influenced by the Leitch Report (56%). However, almost two-thirds of private sector organisations (61%) don’t feel that strategies have been influenced by the report at all.

The impact of the Leitch Report

How far the Leitch Report and its recommendations have penetrated into British employers is perhaps still open to question. While 39% of organisations feel that their learning and development activity has been influenced by the Leitch Report (on a scale ranging from ‘to some extent’ up to ‘to a great extent’), half (53%) don’t feel that their strategies have been influenced by the report at all.

Level of implementation of the specific recommendations from the Leitch Report

The most popular initiatives are the provision of vocational or occupational specific training for employees (implemented by 78% of employers) and involvement in government-sponsored NVQs/SVQs (52%). While the origins of these work-based initiatives pre-date the Leitch Report, it appears that the report may have increased their prevalence among employers.

Table 1: Extent to which your organisation’s learning and development activity has been influenced by the Leitch Report (%)

	Overall	Private	Public	Voluntary
To a great extent	3	2	6	1
To a fair extent	7	3	15	5
To some extent	29	26	35	33
Not at all	53	61	36	57
Don’t know	7	7	7	4
	Base: 729	Base: 370	Base: 196	Base: 82

In response to the specific recommendations that emerged from the report, a quarter of employers (25%) have participated in the Train to Gain initiative. However, 30% of organisations say that they would consider implementing this initiative, which suggests that future uptake is likely to increase.

The least popular initiative in terms of employer uptake is signing the Employer Skills Pledge. Indeed, almost a third say this is an aspect that they would either not consider or feel is irrelevant.

The aspects that organisations say they have considered include placing an emphasis on literacy and numeracy training (19%) and seeking external accreditation for an in-house programme (19%).

Whose responsibility is it to provide funding and raise standards of new entrants to the workforce?

Respondents were asked to indicate to what extent they agree or disagree with a range of statements indicating level of responsibility for providing funding and raising standards.

A significant proportion (87%) feel it is the Government's responsibility to ensure young people are educated to appropriate standards before entering the workforce. The vast majority (83%) also feel the

Government should increase the funding available for technical/vocational skills. However, less than two-thirds (62%) feel the Government is right to prioritise funding on basic/lower-level skills.

Despite this, almost six in ten (57%) feel that employers have a clear responsibility to raise literacy/numeracy standards within the workforce. Public service organisations (69%) are the most likely to feel it is the responsibility of employers.

Perceived skills deficiencies among new employees

In response to the concerns highlighted in the Leitch Report, questions were asked in the survey about skills deficiencies among employees. The results highlight a few specific areas in which school, college, and university leavers could benefit from better preparation prior to joining the workforce: 66% of employers feel that new employees are deficient in communication and interpersonal skills, 54% cite management and leadership skills, 53% feel that new joiners lack the correct work ethic and 48% find that new employees are lacking business skills or acumen and strong commercial awareness.

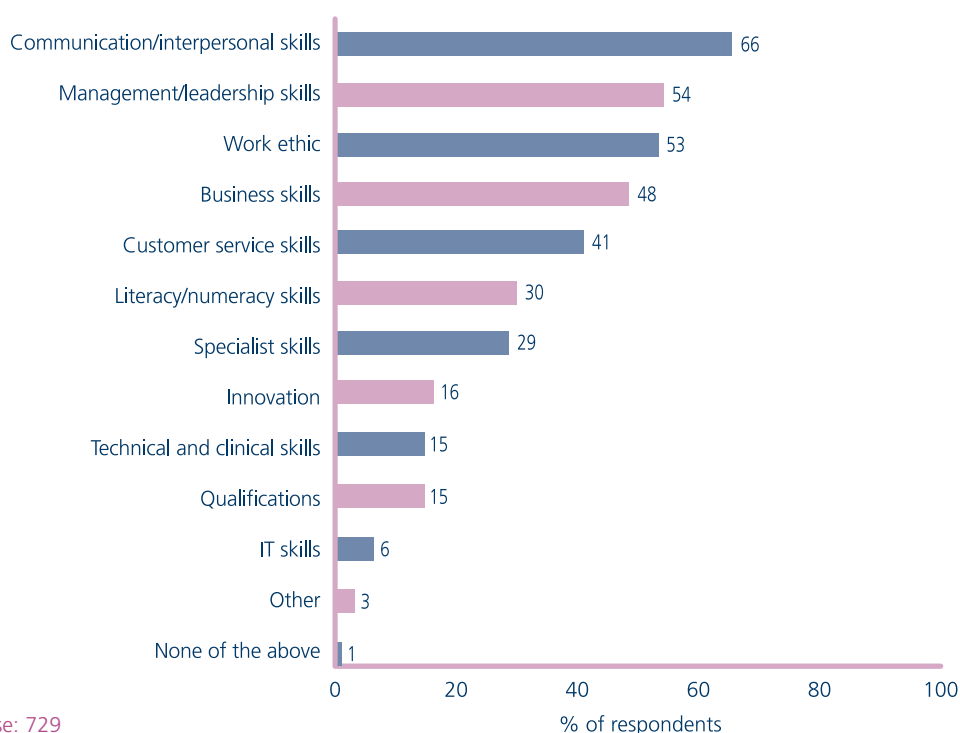
Only six per cent feel new employees lack IT skills and only 15% feel new employees lack qualifications.

Table 2: Which of the following has your organisation already implemented or would consider implementing to improve skill levels? (%)

	Already implemented	Considered	Would consider	Would not consider/not relevant
Provided vocational or occupational specific training for employees	78	8	9	4
Involvement in government-sponsored NVQs/SVQs	52	13	18	13
Sought external accreditation for an in-house training programme	34	19	30	14
Involvement in government-sponsored apprenticeships	30	10	26	27
Involvement in foundation degrees	29	13	33	19
Participated in the Train to Gain initiative	25	14	30	25
Placed an increased emphasis on literacy and numeracy training for employees	23	19	27	25
Signed the Employer Skills Pledge	13	10	37	30

Base: 729

Figure 1: In which of the following areas do you feel that new employees (joining from school/college/university) are most deficient? (%)



Expectations of new employees

Six in ten organisations feel that there is a greater demand for learning and development among new employees (joining from school, college or university) compared with five years ago. More than half also feel that these new employees also require more structured career development, while two in five have seen greater demands for professional qualifications (38%) and greater feedback on performance (39%).

However, two in five feel that new employees do not have any different expectations than they did five years ago (41%).

Current skills requirements

Three in five (61%) organisations are now looking for a broader range of skills than two years ago. Two in five (40%) now desire a higher level of skills and 35% desire different types of skill. This suggests the need for both a diverse range of skills and an increased competency within those broader skill bases.

When recruiting new employees, employers now place the greatest importance on interpersonal skills (which

79% of organisations rank very important) and communication skills (68% rank very important). This indicates a preference for work-based skills, even above traditional criteria such as literacy/numeracy (44%), qualifications (43%) and IT skills (20%) (Table 3 opposite).

Future skill requirements

Reflecting the current need for both a diverse range of skills and an increased competency within those broader skill bases, two-thirds of organisations (66%) feel they will require a broader range of skills in the next two years. Two in five (44%) employers report they will also require a higher level of skills, while the same proportion (44%) report that they will require different types of skill. Only 13% feel they will require the same levels of skills.

In terms of the types of skill that organisations feel need to be specifically developed to meet business needs over the next two years, most feel that management or leadership skills (90%), communication or interpersonal skills (71%), customer service skills (64%) and business skills (62%) are the highest priorities. Literacy and numeracy skills (21%)

Table 3: Importance of skills criteria when recruiting new employees (%)

	Very important	Fairly important	Not very important	Not at all important	Don't know/not applicable
Interpersonal skills	79	19	1	0	*
Communication skills	68	30	1	*	*
Fit with culture/values of organisation	54	36	7	1	*
Specialist skills	47	41	9	1	1
Literacy/numeracy	44	48	5	1	1
Qualifications	43	45	9	2	1
Technical and professional knowledge	42	46	8	2	1
Potential for growth in skills	41	51	6	1	1
Experience	31	56	10	2	1
Leadership/management skills	21	59	16	2	1
IT skills	20	62	14	4	*
Potential for innovative ideas	19	57	20	3	1

Base: 729

and advanced or higher-level technical skills (28%) are felt to be the skills that organisations will least need to focus on in two years' time.

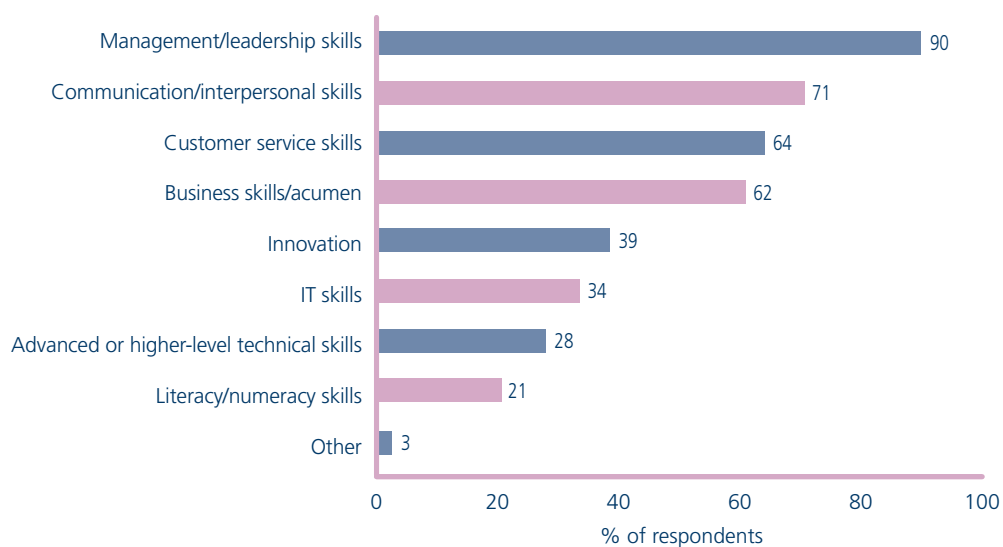
Use of graduate training schemes

Currently, 34% of employers have a graduate training scheme. The main areas included in these schemes include coaching and/or mentoring (85%) and project assignments (81%). Of those that do provide such schemes, 79% of schemes provide the

opportunity to study for professional qualifications. Communication skills training is provided by 64% of schemes – this is perhaps an area in need of improvement, as this area is identified as the most deficient among graduate employees.

Fewer than two in five organisations include external secondments and action learning sets (37%) in their graduate schemes.

Figure 2: Types of skill organisations need to meet business objectives in two years' time (%)



Base: 729

Table 4: Training areas included in graduate schemes (%)

Coaching and/or mentoring	85
Project assignments	81
Opportunity to study for professional qualification(s)	79
Job/department rotation	77
Leadership/management training	72
Job-shadowing opportunities	70
One-to-one sessions with senior managers	68
Organisational culture and values training	65
Communication skills training	64
Courses at external institutions	51
Action learning sets	37
External secondments	22
Other	5

Base: 245 (all those with a graduate scheme)

Skills development at Hartlepool Borough Council

Hartlepool is a vibrant and dynamic unitary borough council of about 90,000 employees in the north-east of England. The Audit Commission recently ranked it four-star for the sixth year in a row. And there is no doubt about the borough's commitment to training and skills. The borough's workforce development manager, Lucy Armstrong, takes up the story: 'Hartlepool is anxious to engage with skills and workforce development because we know that is crucial in developing our service to our customers and improving our performance... we were keen to work with IDEA, the local government improvement agency, to develop our workforce. As an innovative council we knew we could use that opportunity.'

That included signing the Skills Pledge and working with the Learning and Skills Council to develop its training under Train to Gain. 'We are working with areas of our workforce, such as our 400 cleaning staff and gardening and horticulture, where some may have lost out on the opportunity to develop the level 2 skills in English, numeracy and IT, which are increasingly needed.' Lucy explains that this has brought on a dilemma: 'Such is the thirst for learning, we have had workers, who are perhaps engaged on a temporary or short-term basis, and who have more advanced qualifications, asking if they too can receive training. It's a difficult balance because through Train to Gain, only the basic skills are funded, much as we'd love to go further.' The Government has acknowledged that it will allow funding in appropriate circumstances for training and development beyond level 2, although in reality much of that training is likely to be focused on apprenticeships, especially those of an advanced nature. So what's the picture on apprenticeships, especially since the Government made it clear that as it seeks to expand the available number of apprenticeships, the public sector – including local government – will come under more and more central pressure.

(continued)

Skills development at Hartlepool Borough Council (continued)

Hartlepool already employs apprentices in its direct labour area as plumbers, carpenters, electricians and other skilled craft trades. It's also expanded the apprenticeship scheme to include other high-quality training in administration, accounting and finance, and is keen to do more. However, like many other organisations, Hartlepool finds that the apprentice training route needs more development. The borough is interested in the new vocational diplomas as a route, which should allow more apprentices to have appropriate work experience before they are engaged. Lucy also believes that given the demographics of the workforce – almost 50% of Hartlepool's workforce is over the age of 45 – it needs a better demographic spread. Apprenticeship could be the key.

The council is also keen to engage more generally with the agenda on skills and education for young people. It was exploring the possibility of becoming a pilot case for the Qualifications and Curriculum Authority (QCA) in its work on evaluating in-house training. Unfortunately, despite agreeing to spend time and effort on evaluating its own in-house training to qualification standards, this project hasn't really got off the ground. The council is also interested in the higher-level skills for management through IDEAs 'North East Excellent Manager Programme', which Lucy says has really targeted training around the key deliverables and new agendas for local government. The council has aimed this at enhancing the management capability for the future.

That brings us neatly to the idea of how the council measures the value of training. 'We do it through all the usual indicators and as a council we have plenty of those. We measure outcomes through employee surveys, customer satisfaction reviews, and more financial measures such as return on investment.'

'Training and development is key to our economy. It's also key to developing our local authority's ability to deliver services fit for the future.' Hartlepool, in its workforce development activities, is showing the way forward on training as it is in many other areas.

Learning and development – the future

Over the last ten years the CIPD *Learning and Development* survey has identified the changes in workplace learning. This year, we included a number of questions that have appeared regularly in previous surveys to assess how far these changes have taken place, as well as a number of questions to identify anticipated changes for the next five years.

Changes to learning and development

It is clear that all types of organisation across both the public and private sector have experienced change over the last two years in delivering learning and training (Table 5). In fact, only 6% of respondents feel that there have been no significant changes in this area.

The most significant change concerns management development in the form of ‘new programmes to develop the role of line managers’. Almost three-quarters (72%) say that this has happened within their organisation within the last two years. This is perhaps reflected in the increased responsibility for learning and development now incumbent on line managers.

Other key changes include ‘efforts to develop a learning and development culture in the organisation’ – cited by 62% of respondents – and new approaches to identifying individual training needs (60%).

Use of learning and development practices

In 2005 and 2007 we asked organisations to indicate their expected change in learning and development practices. In both cases, coaching by line managers was identified as the aspect most likely to increase. E-learning was also identified as an area likely to increase.

In this year’s survey we asked organisations to identify the key changes over the past two years. The results indicate that organisations did, to some

Table 5: What changes have taken place in your learning and training delivery methods over the last two years? (%)

New programmes to develop the role of line managers	72
Efforts to develop a learning and development culture in the organisation	62
New approaches to identifying individual training needs	60
Change in the structure of the learning, training and development department/team	49
Introduction/extension of coaching programmes	46
Introduction/extension of e-learning	45
New approaches to monitoring training spend/measuring training effectiveness	41
No significant changes	6

Base: 729

extent, accurately forecast potential changes, since coaching by line managers is the aspect that has been used more in the last two years than any other learning and development practice (53%). However, while almost half (47%) say they have used e-learning more in the last two years, a quarter say they don't use or no longer use e-learning as a learning and development practice.

Mentoring and buddying is also an aspect highlighted as a growth area in 2007; however, only a third (36%) say they use this practice more. Furthermore, in-house development programmes are slightly more widespread (61%) than was anticipated last year (54% in 2007).

Effectiveness of learning and development practices

In recent years, organisations across all sectors have actively assessed, reviewed and modified their learning and development practices. In many cases this has meant that radical, forward-looking changes have been implemented.

While the previous two CIPD surveys identified on-the-job training as the most effective way for employees to learn, this year the introduction of new options on the questionnaire has meant that on-the-job training is no longer at the top of the list of effective practices. Instead, we now see in-house development programmes (55%) and coaching by line managers (53%) rated highest. On-the-job training remains consistent (43% 'most effective' as compared with 41% last year) and is clearly still valued by many organisations as an effective form of development.

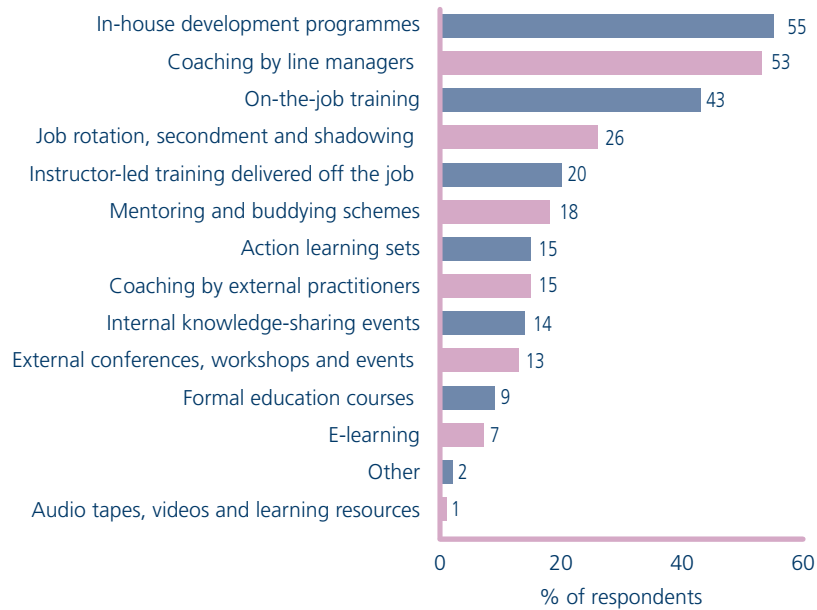
There are clear links between the perceived effectiveness of in-house development programmes and the increased uptake of this method: as indicated earlier, 61% of organisations indicate that they use these types of programme more regularly than they did two years ago. Similarly, 53% of organisations say that the use of coaching by line managers has increased over the past two years.

Table 6: How use has changed in the last two years (%)

	Use more	Use less	Stayed the same	Don't use/no longer use
In-house development programmes	61	4	27	4
Coaching by line managers	53	2	35	5
E-learning	47	2	20	26
Internal knowledge-sharing events	40	4	35	15
On-the-job training	38	2	54	1
Coaching by external practitioners	38	8	30	19
Mentoring and buddying system	36	4	39	16
Job rotation, secondment and shadowing	29	5	43	16
Formal education courses	29	8	54	5
Instructor-led training delivered off the job	25	9	49	11
External conferences, workshops and events	24	10	57	4
Action learning sets	22	5	20	48
Audio tapes, videos and learning resources	11	17	42	26

Base: 729

Figure 3: Which learning and development practices are the most effective? (%)



Over a quarter (26%) of respondents feel that job rotation, secondment and shadowing has proven effective within their organisation (Figure 3), while 18% feel that mentoring and buddying schemes are also useful.

Those practices least cited as most effective include the use of training videos – only 1% of organisations found these to be useful. However, in spite of these findings, 42% of organisations still use training videos as frequently as they did two years ago.

Perhaps surprisingly, e-learning is seen as ‘most effective’ by only 7% of organisations, yet 57% of organisations now use this form of development in some capacity.

Determining learning and development needs

The CIPD’s 2005 survey *Who Learns At Work?*

highlighted the crucial role of line managers in supporting and facilitating learning and development. Subsequent research around this issue reveals evidence to support the finding (Table 7). This survey shows that over half of CIPD respondents (53%) believe that

Table 7: Responsibility for determining learning and development needs of the organisation as a whole (%)

	Main responsibility	Some involvement	Limited involvement	No involvement
Learning, training and development specialists	49	21	8	16
Line managers	36	50	8	1
HR department	36	44	12	4
Senior managers	33	53	9	2
Employees/learners	25	51	14	5
External consultants working for the organisation	1	20	30	40

Base: 729

Table 8: Which activities learning and development specialists spend most time on (%)

Overall management/planning of learning and development efforts	49
Delivering courses/time in a training facility	46
Managing/organising delivery by external trainers	36
Strategy discussions/building relationships with senior managers	27
Organisational development/change management activities	26
Monitoring and evaluating training	21
Implementation discussions/building relationships with senior managers	19
Delivering one-to-one coaching or individual support	16
Managing/organising delivery by trainers employed by your organisation but not in the training department	14
Designing and implementing delivery of technology-enabled training/e-learning	7
Other	3

Base: 729

'coaching by line managers' is ranked among the most effective learning and development practices. In addition, the vast majority (86%) of organisations report that line managers are involved in 'determining the learning and development needs of the organisation as a whole'. Nearly half (49%) anticipate that even greater responsibility will be devolved to line managers over the next five years.

However, as found in previous years, the bulk of the responsibility for determining learning and development needs remains with the learning and development specialists. Possibly as a result of the emphasis on learner-led learning, more organisations feel that employees/learners have at least some involvement in determining learning and development needs of the organisation as a whole (76%).

Activities that learning and development specialists spend most of their time working on

Half of learning and development specialists (Table 8) spend most of their time managing or planning learning and development efforts (49%). However, a similar proportion spends most of their time delivering courses or in a training facility (46%). The aspects that few learning and development specialists spend time on include designing and implementing delivery of technology-enabled training/e-learning (7%) and managing or organising delivery by trainers external to the training department (14%).

Expected changes in learning and development over the next five years

As indicated earlier, almost half (49%) anticipate that greater responsibility will be devolved to line managers to determine the learning and development needs of the organisation as a whole. However, the main changes anticipated that affect learning and development in organisations over the next five years include a closer integration of learning and development activity and business strategy (68%) and more emphasis on monitoring, measurement and evaluation of training effectiveness (56%) – this is despite only one in five saying they spend most of their time monitoring or evaluating training at the moment (21%).

It is unsurprising, therefore, that 35% of respondents believe that learning and development can best make its contribution to organisational effectiveness in the future by becoming more closely aligned to business needs.

Building an effective learning and development culture at CooperVision

CooperVision is the third largest manufacturer of contact lenses in the world. In the UK the company employs some 2,100 people at three sites in the Southampton area. Here they manufacture and distribute contact lenses to a global market. In a competitive market, success depends on the technical proficiency of the workforce at all levels.

This modern manufacturing environment is both dynamic and complex. Throughout the highly automated and regulated manufacturing organisation, an understanding of technical requirements is necessary at all levels – and an ability to communicate and collaborate to support process improvement is essential. There are over 60 different nationalities represented in the workforce and the company has introduced fully funded English language lessons at work to assist inclusion and communication.

Ruth Grossett is the company's training and development manager; she has worked for CooperVision for some 14 years and moved into training from a background in operations and quality. Senior management recognise that value depends on the acquisition and application of knowledge and skills by committed staff, and are supportive of learning and development. One element of the company's vision statement is: 'Attract, develop and maintain an exceptional team.' However, it is one thing to make a statement; it is another to understand what this implies and to transmit this into practice. There is no central training budget and training interventions are based on business needs, which are generated from the performance management process and identification of skills gaps in the workplace. Ruth has then to secure the funding by demonstrating the relevance and payback to the business of identified learning activities.

A key part of Ruth's job involves the identification and management of external providers and consultants, ensuring that any learning activity is provided by partners with a clear awareness and understanding of the CooperVision culture and business requirements. And Ruth must ensure that the providers possess clear and transparent expectations of what the outcomes should be from an organisational and an individual learner perspective.

Much of the current efforts are focused on building a more effective learning culture and building up learner self-confidence. A particularly successful initiative has concerned the introduction of 'team conferences'. These are 'surfacing events', when a group of the workforce – perhaps some 25 people – are taken off-line to gather for a workshop, with Ruth undertaking both the organisation and facilitation. The term 'conference' is used because it is attractive to the workforce and underlines the importance and value of the event, which is based on a communities-of-practice approach. Problems are discussed, barriers to progress identified, and solutions offered by the participants, supported by management. This is a learning and communication event that is seen to be of immediate relevance and importance in the business and one that is proving successful in engaging the wider workforce in problem-solving activities through dialogue followed by action.

More generally employees are recruited and promoted for their technical ability and competence, but increasingly need to acquire interpersonal skills if they are to perform effectively at all levels – as teamworking is essential throughout the organisation. Formal on-the-job training is routine, but the challenge for learning and development is in creating a climate in which employees from a range of backgrounds will seek to develop their skills and participate in lifelong learning at all levels. The next steps in the development of a learning culture will involve interventions to encourage senior managers to acquire and deploy coaching and mentoring skills, building on learning events to widen employee participation and continuously improve performance through communication and engagement.

E-learning

Over the last few years the role of e-learning has evolved. In this section we have included a number of questions to identify the current role of e-learning and perceived future role as a learning and development intervention.

Current use of e-learning

Questions on e-learning have produced some interesting, though at times contradictory, results. E-learning is now used in 57% of organisations, and 48% of respondents believe that it is the most important development in training in the past few decades. However, 42% of organisations don't currently use e-learning. It can therefore be seen that this form of learning has not grown to levels that might have been predicted a few years ago. Indeed, three-quarters of organisations who currently don't use e-learning are not considering implementing e-learning in the coming year.

It is useful in this context to consider which types of organisation use e-learning and which types have neglected to do so. Examining public versus private sectors we see a marked difference: 82% of public sector organisations currently use e-learning, compared with 49% of private sector organisations. This is perhaps a reflection of government endorsement of this type of training as recommended by Leitch (65% of organisations who say they have been influenced by the Leitch Report use e-learning).

Not surprisingly, larger organisations use e-learning to a far greater extent than small organisations.

Organisations with more than 5,000 employees have an uptake of 79% on e-learning, whereas organisations of 250 or less have an uptake of 38%. This indicates that the income or economic turnover is a contributing factor in whether or not organisations use e-learning; this is backed up by the data showing that organisations with specific training budgets and greater economic funding are more likely to use e-learning.

Half of the organisations interviewed say that e-learning is currently offered to the vast majority of employees (75–100%). However, over half (57%) feel that less than a quarter of their employees actually take up e-learning. Similarly, more than half (55%) believe that less than a quarter of employees actually complete the whole e-learning course. Nonetheless, almost three-quarters believe that e-learning is an effective learning and development intervention among those who currently use it.

Table 9: Proportion of training estimated to be currently delivered by e-learning and proportion expected in three years' time (%)

Proportion of training delivered by e-learning	Currently delivered	Expected in three years' time
0–10%	66	15
11–25%	23	44
26–50%	6	29
Over 50%	3	8
Don't know	3	3

Base: 415 (all those who use e-learning)

Current and future use of e-learning

Currently, two-thirds of organisations feel less than a tenth of their training is currently delivered by e-learning, (Table 9) with only 6% saying that between a quarter and a half of all training is delivered via e-learning. It is, however, felt that in future e-learning will be increasingly used as a training tool; 29% of organisations feel that, over the next three years, between a quarter and a half of all training will be delivered via e-learning.

Perceptions of e-learning

Perceptions of e-learning as a training instrument are varied (Table 10). While 72% of people feel that it is an effective learning and development intervention, there are other more critical responses: 38% believe that e-learning has the potential to waste

organisations' money and 79% feel that it is not a substitute for face-to-face classroom learning. Indeed, 92% of organisations feel e-learning demands a new attitude to learning on the part of the learners, while 80% feel that e-learning demands a new skill set for those who are involved in learning and development.

Perhaps the most telling statistic in terms of strategy planning is that 95% of respondents feel that e-learning is more effective when combined with other forms of learning.

In terms of overall effectiveness, only 8% believe that e-learning is a very effective learning and development intervention. However, 64% believe that it is fairly effective.

Table 10: Perceptions of e-learning (%)

	Strongly agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree
E-learning is more effective when combined with other forms of learning	65	30	3	1	–
E-learning demands a new attitude to learning on the part of the learner	46	46	5	1	–
E-learning is not a substitute for face-to-face classroom learning	45	34	10	9	1
E-learning demands a new skill set for those who are involved in learning and development	18	62	13	5	–
E-learning involves the possibility of wasting a lot of money	14	24	29	27	6
E-learning is the most important development in training in the past few decades	7	41	25	23	3

Base: 415 (all those who use e-learning)

E-learning at Places for People

Places for People is one of the most innovative property management and development groups in the country. It has assets of over £2.2 billion and focuses on the provision of mixed-tenure communities that offer a choice of homes to rent, buy, or part rent, part buy. It seeks to create places that achieve a high level of sustainability, from a social, cultural and environmental perspective.

Some 2,500 people are employed by the organisation. The main management and support functions are based in Preston, Lancashire, but there are properties under development or management from Scotland to Cornwall. At first glance this makes e-learning an attractive option because it allows access to learning opportunities irrespective of location.

(continued)

E-learning at Places for People (continued)

There is a small central team that delivers (and organises the delivery of) face-to-face activities to a wide range of Places for People staff, who include professional managers, property surveyors, housing managers, property maintenance, customer care helpline staff and support staff in sheltered accommodation. This is a very diverse group with different needs. Recent priorities have included health and safety training, first aid, customer services and first line management. Maintenance, landscapes and care staff in particular are encouraged to undertake NVQs through local colleges.

Marie Leadbetter, who has an IT training background, is part of the learning and development team, with responsibility for developing e-learning. She is optimistic but cautious in her approach and this is based on the results of some initial experience.

In 2003 Places for People deployed a suite of generic e-learning material purchased from a well-known supplier. The modules mainly concerned Microsoft applications and were available to all staff through the intranet. This did not prove successful, however, as staff were generally unaware of the availability, there were technical glitches, and the material was not seen as tailored for a housing organisation – it was too generic. Similar issues arose when a neighbouring local authority made a tailored package available to Places for People. This concerned the safeguarding of vulnerable adults. This was evidently only of relevance to a small defined group of Places for People staff; however, even here there were comments that the material was too general and insufficiently targeted to their needs.

On the other hand, some positive results have been achieved with a library of documents available on the intranet known as Knowhow. These concern activities like change management, personal performance, communication and leadership. Over 1,000 downloads a month are taking place, mainly from management staff.

All this has persuaded Marie that there is a place for carefully targeted e-learning as part of a wider training and learning offering. She does not see it as always replacing classroom training, but supplementing other forms of delivery. Given the geographical spread, much of the delivery takes place in regions, so supporting materials available centrally would ensure consistency and save time costs.

Accordingly Marie is putting forward a business case to buy an authoring tool that will allow her to produce and deploy relevant content in-house. She has tested an evaluation copy on her PC and it appears that simple content can be created easily, but will be sufficiently attractive and engaging to the learner.

If successful, the initial modules will relate to essential in-house activities – for example the document management system and the housing management system: in Marie's words, 'bringing manuals to life'.

There are many practical challenges in making this form of learning effective. For example, about a fifth of the organisation's employees don't use a computer as part of their daily work. This is a reason for using a simple approach rather than technological sophistication in preparing content and for proceeding gradually. However, Marie is confident that – provided e-learning is promoted correctly and positioned correctly – there will be acceptance and buy-in.

Coaching

In the past few years, the growth of coaching has been a strong feature of the CIPD's *Learning and Development* surveys. This year's survey focuses on the purpose of the coaching function, and its perceived effectiveness.

Coaching activity

Coaching is a pervasive learning and development tool used within 71% of organisations. However, this phenomenon has seen changing levels of take-up over recent years from 78% of organisations in 2004 and 79% in 2006, falling to 63% in 2007. This year's figure, therefore, represents an increase on last year. It appears that 2007 is something of an anomaly rather than a pattern of dramatic change in the use of coaching. The fluctuation may also represent changes in organisations' perceptions of what constitutes coaching.

More than two-fifths of organisations (44%) now offer coaching to all employees, while 39% offer it to directors and senior management. A third offer coaching to senior managers (33%) and line managers/supervisors (33%).

Purpose of coaching

The most common purposes for which coaching is used within an organisation (Table 11) are: general personal development (61%), as part of a wider management and leadership development programme (61%), as a remedy in cases of poor performance (56%) and where a specific change of behaviour is required (55%).

Within organisations that offer coaching to all of their employees, the purpose of this coaching is demonstrably used for general personal development (79%) and to remedy poor performance (74%). Whereas in organisations that offer coaching only to managers, the emphasis for the purpose of coaching shifts towards its positioning as part of a wider management and leadership development programme. Over three-quarters (77%) of organisations that offer coaching only to

Table 11: Purpose of coaching in your organisation (%)

General personal development	61
Part of a wider management and leadership development programme	61
Remedial in cases of poor performance	56
Where a specific change of behaviour is required	55
Transition support after change in role or joining organisation	52
Building capability to manage others	51
To support the development of senior executives	49
As a tool for organisational or culture change	35
To support achievement of specific organisational objectives	35
To reach solutions to tactical issues	25
Non-specific performance development	24
Other	3

Base: 518 (all those who use coaching)

Table 12: How coaching objectives are identified (%)

Objectives set at individual level only (involving some combination of line manager, individual and coach)	69
Overall objectives for coaching set by HR and/or learning and development specialists	35
Overall objectives for coaching set at senior executive level	23
No objectives for coaching set at any level	11
Other	1

Base: 518 (all those who use coaching)

senior managers intend coaching to be used within such programmes.

Who identifies coaching objectives?

Almost seven in ten (69%) organisations (Table 12) feel that objectives for coaching activity are set at an individual level rather than at a senior executive level (23%) or as part of an HR agenda (35%).

Who is responsible for delivering coaching?

The bulk of the responsibility for delivering coaching (Table 13) lies with line managers coaching those who report to them (36%) and with HR and/or learning, training and development specialists (30%). Only a quarter feels that specialist internal coaches have at least some involvement in delivering coaching in their organisation.

Effectiveness of coaching and how this is determined

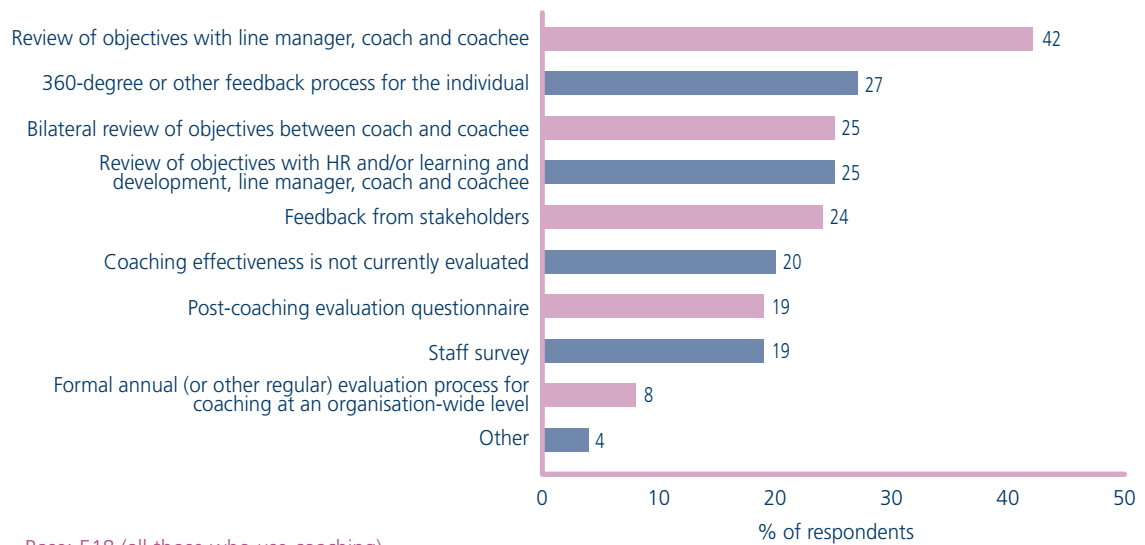
Around three-quarters (72%) of organisations feel that coaching is very or fairly effective (Figure 4 overleaf). Two in five (42%) feel that the effectiveness of coaching is garnered anecdotally – through observation of changes. While this is perhaps not the most precise or scientific measure of effectiveness, it can provide an overview, which can be supplemented through other evaluative systems. For example, 42% feel that the effectiveness of coaching is gauged by reviews of objectives conducted with line managers, coaches and coachees. Only 8% evaluate the effectiveness of coaching via a formal annual (or other regular) evaluation process.

Table 13: Responsibility for delivering coaching in your organisation (%)

	Main responsibility	Some involvement	Limited involvement	No involvement
Line managers coaching those who report to them	36	34	10	5
HR and/or learning, training and development specialists	30	42	12	4
External coaches	24	21	18	23
Senior managers	14	42	16	8
Specialist internal coaches (whose primary job it is to coach)	14	11	9	41
Line managers coaching those who do not report to them	5	22	20	27

Base: 518 (all those who use coaching)

Figure 4: How effectiveness of coaching is evaluated (%)



How coaching is linked to the organisation's overall learning and development strategy

More than two in five organisations that use coaching link it to their organisation's overall learning and development strategy (Table 14) through management development initiatives (47%), offering coaching as part of a leadership development programme (46%) or via

performance management processes and personal development plans (45%). Only a quarter have coaching formally written in the learning and development strategy, while a quarter say that coaching has no link with the overall learning and development strategy and is considered a stand-alone process.

Table 14: How coaching is linked with overall learning and development strategy (%)

Coaching is part of management development initiatives	47
Coaching is offered as part of leadership development programmes	46
Through performance management processes and personal development plans	45
Through 360-degree feedback	27
Formally written into learning and development strategy	25
Forms part of a blended learning approach	25
No link – coaching is a stand-alone process	23
Through the internal succession planning process	21
Through a competency framework	19
Coaching is integrated into change programmes	14
Other	2

Base: 518 (all those who use coaching)

Milk Link: using coaching to develop the cream of management talent

Milk Link is a major food processing business owned entirely by British dairy farmers whose farm-assured milk it processes into a comprehensive range of superb-tasting, high-quality and innovative dairy products.

Milk Link employs around 1,600 people at nine processing facilities. In 2006–07 it generated a turnover of over £500 million. It is the UK's largest producer of cheese and long-life milk and creams; it is also a leader in the production of extended-shelf-life products, flavoured milks, custards, milk powders, soft cheeses and cultured ingredients.

If you've bought a flavoured milk or an own-brand quality cheese from a leading supermarket, the chances are it was made by Milk Link. The business also supplies a range of dairy products to the food service sector and manufactures dairy ingredients across the food manufacturing sector.

The profits generated by the business are returned to its farmer members to help provide a sustainable future for their dairy enterprises. In doing so, at a wider level, it also supports the economic, social and environmental well-being of many hundreds of rural communities across the UK.

Milk Link started trading in April 2000 as one of the three successor co-operatives to Milk Marque and at a time when the UK dairy industry was undergoing a period of tremendous change. Milk Link knew it had to evolve rapidly to meet the changing requirements and constraints of an increasingly competitive global marketplace. It appreciated that little tweaks here and there would not be enough – change needed to be more fundamental, innovative and far-reaching.

In August 2001 Milk Link members committed themselves to a strategy to transform their co-operative into a vertically integrated dairy business to create a long-term sustainable future for their enterprises. At the heart of this strategy was the requirement to invest in processing assets to turn their milk into value-added dairy products and enable them to get a greater share of the margins available in the total dairy supply chain and greater shelter from fluctuations in dairy commodity markets.

Mike Kelly, Milk Link Group HR and Development Manager, explains: 'Milk Link is still a relatively young business which, in its six years of existence, has grown rapidly in a market which is itself going through huge change. Milk Link has recognised that in order to meet a wide range of diverse challenges which arise from operating in a highly dynamic environment, it is important to develop its senior management team to anticipate, identify and meet those challenges.'

'We need to develop talent for the executive roles within our different businesses and as a result we must develop our internal management.' Mike goes on to explain how Milk Link develops its management talent pipeline: 'It's important if we as a business are to continue to grow and develop, that we retain those managers who show the unique talents required for managing this sort of business and that means that we have an interest in broadening the skills base of all our key senior executives and managers.'

The company uses coaching as part of its succession planning toolkit. Milk Link is working with external coaching consultants to develop coaching for key senior management focused on their development needs. 'It's about growing our future business leaders. We are saying through the coaching process you can broaden your development so that you can be ready for a key role. It may

(continued)

Milk Link: using coaching to develop the cream of management talent (cont'd)

well be that we find out that a manager needs specific training in strategic marketing or corporate finance; we'll then build a bespoke module with a leading provider to build that capability. It may be a behavioural training need but whatever it is, we'll take a tailored approach, fitted around the individual.'

How is Milk Link evaluating the impact of executive coaching? 'Well it's probably too early to conduct any serious evaluation, but we will certainly be looking for managers who are better rounded and prepared to fill the senior positions that emerge. In that respect we are looking at a period of 12–18 months to evaluate the impact.' The company is working with a group of about 45 senior managers who are in, or close to, an executive position. 'These are the kind of high flyers we need to retain, some in very senior positions, if we are to grow the business,' Mike comments.

It is often thought that coaching should be company-wide and should take place throughout the organisation. However, Milk Link believes that coaching is most needed at the top of the business and has no plans as yet to introduce coaching throughout the rest of the business. 'We may do further down the line,' adds Mike, 'but we are convinced that the real need is to develop and retain senior management talent.'

Mike concludes: 'To stay as the unique business we are we need to develop quality throughout the business and coaching our top people ensures we have the skills to compete.'

Economic influences on learning and development

In this section we examine the views of CIPD members on the economic circumstances facing UK organisations and the influence this has on the funds available for learning and development.

One in five respondents (20%) feels that the economic circumstances facing their organisation in the past 12 months have improved (Table 15). While this is marginally up on 2007 (15%) and 2006 (19%), it does not necessarily reflect genuine economic upturn for organisations (because the finding is tempered by the fact that 33% feel that economic circumstances have worsened and 44% say the situation has stayed the same over the past 12 months). Public sector organisations in particular feel that their economic circumstances have worsened over the last 12 months (53%).

Smaller organisations are more likely to report similar or better economic circumstances than those employing

more than 5,000 employees (Table 16). Two in five organisations (44%) with more than 5,000 employees report worsening conditions, compared with just 24% of those with fewer than 250 people.

Impact on the funding of training

Over a quarter (27%) of respondents feel that funds have decreased over the past year, over half (51%) report that funds have been stable and only 19% report an increase in funding.

While this figure is reduced among the private sector (22%), nearly half of all respondents in the public sector (45%) feel that funds for learning and

Table 15: Economic circumstances in the past 12 months, by sector (%)

	Better	Same	Worse
Private	22 (20)	50 (43)	26 (31)
Public	12 (5)	33 (28)	53 (63)
Voluntary	21 (14)	51 (56)	28 (28)

Base: 729

(2007 figures shown in brackets)

Table 16: Economic circumstances in the past 12 months, by number of employees (%)

	Better	Same	Worse
250 or fewer	22	53	24
251–1,000	19	46	31
1,001–5,000	22	39	37
5,000+	16	39	44

Base: 729

Table 17: Impact of economic circumstances on funding of training in the past 12 months, by sector (%)

	Increased	Same	Worse
Private	20 (14)	55 (54)	22 (24)
Public	13 (7)	41 (38)	45 (52)
Voluntary	23 (16)	54 (62)	23 (20)

Base: 729 (2007 figures shown in brackets)

Table 18: Impact of economic circumstances on funding of training in the past 12 months, by number of employees (%)

	Increased	Same	Worse
250 or fewer	18	60	19
251–1,000	21	57	21
1,001–5,000	21	40	37
5,000+	13	46	39

Base: 729

development have been cut over the past year (Table 17). Indeed, more than half of private sector organisations (55%) compared with only 41% of public sector organisations feel that they have the same funds available as they did 12 months ago.

Respondents from very large organisations continue to be more likely to have seen their funding for training decline in the past 12 months, than are those employing fewer than 1,000 people (Table 18).

Future prospects

The final economic indicator we looked at was expected changes in funding in the next 12 months. A quarter of respondents (25%) expect funding to increase in the next year, while 20% anticipate a decrease in funding. Half (51%) expect their funding to remain the same (Table 19).

Despite a worsening of economic circumstances in the past 12 months, respondents in the private sector are the most optimistic about their funding prospects for the next

Table 19: Expected change in funding of training in the next 12 months, by sector (%)

	Better	Same	Worse
Private	28 (28)	52 (48)	17 (16)
Public	16 (10)	47 (40)	31 (42)
Voluntary	24 (22)	55 (52)	17 (21)

Base: 729 (2007 figures shown in brackets)

Table 20: Expected change in funding of training in the next 12 months, by number of employees (%)

	Increased	Same	Worse
250 or fewer	18	60	19
251–1,000	21	57	21
1,001–5,000	21	40	37
5,000+	13	46	39

Base: 729

12 months, with 28% anticipating an increase in funding compared with 24% in the voluntary sector and 16% in the public sector.

When this data is split by number of employees, we can see that respondents from organisations employing more than 5,000 people are far less optimistic about their funding prospects, with around 39% anticipating a decrease, compared with 19% of those employing fewer than 250 people (Table 20).

Training spend and budgets

Information on training budgets remains a popular request from CIPD members. This year, we asked respondents about both their training spend and the average number of days' training per employee.

In total, 77% of organisations have specific training budgets – public sector organisations lead the way in this area with 89% of organisations allocated specific budgets, compared with 71% in the private sector.

The median training spend per employee is £300, up from both last year (£272) and the previous year (£278). The voluntary sector continues to spend far more on training per employee than other sectors, with a figure of £375 per employee compared with £296 in the private sector and £222 in the public sector.

As found in previous years, there continues to be marked differences between the training spend of the different sizes of organisation. The smallest companies tend to have smaller budgets but spend more per employee (£375), while the larger companies (those employing more than 5,000 employees) spend the smallest amount per employee (£108).

The number of training days also remains fairly constant, with an average of five days per employee.

Table 21: Budget and training days received in the last 12 months, by sector and size

	Respondents with a budget (%)	Budget per employee (£)	Training received per employee (days)
Sector			
Private sector	71	296 (273)	5.3
Public sector	89	222 (250)	5.4
Voluntary sector	85	375 (375)	5.1
Size			
250 or fewer employees	67	375	5.3
251–1,000 employees	79	304	4.7
1,001–5,000 employees	84	226	5.2
5,000 or more employees	81	108	6.1

Base: 729

Base: 559

Base: 681

(2007 figures shown in brackets)

Conclusions and implications

You can find further insights into the implications of these survey findings in a publication in the Reflections series called *Reflections on the 2008 Learning and Development Survey: Latest trends in learning, training and development*. The publication can be downloaded free from the CIPD website (www.cipd.co.uk/surveys).

In the context of the skills deficiencies acknowledged in this study by organisations, it is somewhat disappointing to observe the relatively low level of take-up of relevant initiatives following the Leitch Report. More than half of organisations don't feel that their strategies have been influenced by the report at all, with impact on activities in private sector organisations particularly low compared with their counterparts in the public sector.

Further investigation is needed to develop a fuller understanding of the enablers and barriers to the report, and the perceived organisational benefits that the Leitch recommendations could deliver. However, a positive level of interest remains in the form of employers who would consider such initiatives, particularly the signing of the Employer Skills Pledge, involvement in foundation degrees, external accreditation for in-house training programmes and participation in 'Train to Gain'. And it is important not to lose momentum in this process.

Employers are now looking for more and better skills among their staff, with interpersonal and communications skills considered very important. While these, along with management skills, are abilities that organisations feel are essential to their success, new recruits are often found to be lacking them. With employers' focus now on higher-level skills, they feel that the Government should be responsible for raising the level of more-basic skills among young people.

Continuing the trend of the 2007 CIPD report, the role of line managers is once again highlighted within this report as crucial to the delivery of learning and development and the responsibility for determining learning strategies. The majority of organisations have installed new programmes to develop the role of line managers over the past two years, and there is a strong belief that the emphasis on line managers' responsibilities for learning and development will continue over the next five years.

Although e-learning has grown and is expected to do so further, with the public sector trailblazing the way forward, its effectiveness as a stand-alone tool is not yet proven. While many think of it as the most important development in training in the past few decades, only a small minority believe that it is the most effective learning and development practice. A need remains to use it to complement other learning methods, such as classroom-based learning, with nearly all organisations believing that e-learning is most effective when combined with other forms of learning. Perhaps the biggest challenge to the successful adoption of e-learning is changing the attitude of learners towards it.

Coaching appears to be the 'shining star' of the portfolio, with seven in ten believing it to be an effective tool. It is most widely used in management and leadership development and in general personal development. Despite an apparent dip last year, the use of coaching has increased, and is now approaching levels previously enjoyed. Responsibility

for delivering coaching often lies with line managers coaching those who report to them. This can only put additional pressure on line managers in their evolving portfolio of responsibilities. The challenge will be on how to best evaluate the effects of coaching, in light of the current emphasis placed firmly on anecdotal, rather than 'hard', measures.

The country's economic climate inevitably impacts directly on CIPD members and one effect is the funding available for training and development. With more organisations starting to feel the economic pinch in 2008, professionals must take care to target investment in this key area and to measure and report its benefits wisely.

The public sector is likely to be particularly affected by worsening economic conditions, with nearly half of organisations cutting their training budget. Funding for training in private and voluntary sector organisations is expected to be more resilient. Larger organisations are also more likely to be anticipating a poorer economic climate, which will again impact on the funds available for training.

Background

This is the tenth annual CIPD *Learning and Development* survey, the first carried out by Ipsos MORI. The survey examines current practices in learning and development. This year we examine issues including positioning coaching activities, e-learning, the future of learning and development, and employee skills. It also provides benchmarking information on training spend and economic influences on training and development.

The analysis, design and management of the survey was undertaken by Nicky Day and Josh Surtees at Ipsos MORI and Victoria Winkler, Adviser, Learning, Training and Development, at the CIPD.

The survey was carried out using a structured postal and online questionnaire that was sent out to 5,000 CIPD members who hold roles as learning, training and development managers. Of these, 729 usable questionnaires were returned – a response rate of 15%.

The returned questionnaires were analysed using SPSS. The results of the two completion methodologies (online and paper) were compared to check for significant differences between the data collected – none were found.

A small number of respondents took part in follow-up telephone interviews to produce mini case studies on a selection of the topics. These are presented in the coloured boxes throughout the report.

Four leading commentators in the field of learning and development were commissioned by the CIPD to produce essays on specific themes covered by the survey. These essays aim to provide a broader context to the survey findings and also identify the implications for practitioners. The essays, *Reflections on the 2008 Learning and Development Survey: Latest trends in*

learning, training and development, are collected in the CIPD's Reflections series and can be downloaded free from the CIPD website (www.cipd.co.uk/surveys).

Sample profile

The sample breakdown by industrial sector and organisational size is shown in Tables 22 and 23. As usual with the CIPD surveys, the sample is skewed towards larger organisations, which reflects the membership profile of the CIPD. Nevertheless, as Table 22 shows, the survey gathered responses from a reasonable proportion of smaller and medium-sized organisations.

Table 22: Profile of respondents, by number of employees (%)

250 or fewer	26
251–500	16
501–1,000	13
1,001–5,000	22
5,001–10,000	8
10,001 or more	12

Base: 729

Over half of respondents in this year's survey are in the private sector (Table 23). The public sector accounts for 38% and roughly one in ten respondents are in the voluntary sector.

Table 23: Profile of respondents, by sector (%)

Private	51
Public	38
Voluntary	11

Base: 729

Table 24: Profile of respondents, by industry sector (%)

Agriculture and forestry	0
Chemicals, oils and pharmaceuticals	3
Construction	2
Electricity, gas and water	1
Engineering, electronics and metal	3
Food, drink and tobacco	2
General manufacturing	2
Mining and quarrying	0
Paper and printing	1
Textiles	0
Other manufacturing/production	4
Professional services	6
Finance, insurance and real estate	6
Hotels, catering and leisure	2
Transport, distribution and storage	3
Media	1
Retail and wholesale	4
IT services	2
Communications	1
Call centres	1
Other private services	5
Care services	3
Housing association	2
Charity services	4
Other voluntary	2
Central government	5
Health	6
Education	4
Local government	9
Other public services	4
Not stated	11

Base: 729

Acknowledgements

The CIPD is very grateful to all those organisations and individuals who gave their time to take part in the 2008 survey and the associated case studies.

We explore leading-edge people management and development issues through our research. Our aim is to share knowledge, increase learning and understanding, and help our members make informed decisions about improving practice in their organisations.

We produce many resources on learning and development issues including guides, books, practical tools, surveys and research reports. We also organise a number of conferences, events and training courses. Please visit www.cipd.co.uk to find out more.



Chartered Institute of Personnel and Development
151 The Broadway London SW19 1JQ
Tel: 020 8612 6200 Fax: 020 8612 6201
Email: cipd@cipd.co.uk Website: www.cipd.co.uk

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