



Annual survey report 2007

# Learning and development

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# Summary of key findings

The 2007 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: the role of line managers in learning and development; building a coaching capability; integrating learning and development with wider organisational strategy; and the use of competencies; as well as providing benchmark information on trends in workplace learning and training spend.

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## **The role of line managers in learning and development**

- More than 90% of respondents believe that line managers are 'important' or 'very important' in supporting learning and development in their organisations.
- Only 12% feel that line managers take learning and development very seriously, while a fifth think they don't take it seriously enough.
- Forty-four per cent report that line managers are not very effective in relation to learning and development. Despite this, half of respondents only train a minority of line managers to support learning and development, and one in ten report that none of their line managers are trained in this area.
- The majority of line managers hold the main responsibility for conducting performance appraisals (88%) and agreeing personal development plans (76%).
- Competing business pressures are believed to be the main reason for line managers not supporting learning and development.
- Sixty-eight per cent of organisations provide HR/learning and development support for their managers to identify suitable development activities for their staff.

## **Building a coaching capability**

- Sixty-three per cent of respondents undertake coaching activities.
- Proportionally more respondents use line managers

and internal coaches to carry out their coaching activities than hire external coaches.

- Few respondents train their line managers to coach. Two-thirds train only a minority and 15% don't train any line managers to coach.
- The most common methods used to help coaches update their skills are networking opportunities and updates on issues that are key to the organisation.
- One in ten respondents report that coaching has been completely integrated into the wider HR and learning and development strategy in their organisation, with a further quarter reporting that this has happened to a great extent.

## **Integrating learning and development with wider organisational strategy**

- The majority of respondents (81%) believe that when their organisation's overall strategy is being planned, the learning and development implications are considered to be 'very' or 'quite' important.
- Thirty-six per cent of respondents report that they're involved in the initial stages of the organisational strategy planning process, with 30% becoming involved after all the major decisions have been made.
- Over half (56%) of the sample state that learning and development professionals in their organisation don't have enough involvement in the development of organisational strategy.
- According to respondents, the two main reasons for insufficient involvement are: not being considered a key stakeholder, and training and development implications not being thought through.

- Learning and development specialists, the HR department and senior managers hold the main responsibility for determining learning and development strategies.

### The use of competencies

- Sixty per cent of organisations have a competency framework in place and 48% of those who haven't say they intend to introduce one in the next two years.
- Communication, people management and team skills are the three main subjects covered by frameworks.
- Common uses for frameworks include underpinning performance reviews and appraisals, and achieving greater employee and organisational effectiveness.
- Over half of the frameworks (52%) were developed in-house.
- Sixty per cent of frameworks are available to individual employees as an electronic version on their PC.

### Trends in workplace learning

- Traditional learning methods such as on-the-job training and formal courses are once again identified as the most effective form of learning.
- The most frequently used learning and development activities are on-the-job training (81%) and in-house development programmes (60%).
- A significant proportion of respondents (73%) expect their use of coaching by line managers to increase in the next few years.
- Efforts to develop a learning and development culture have been the biggest change in the past year in a fifth of organisations.
- Pressure of time is by far the most commonly cited barrier to learning in organisations.

### Economic influences on learning and development

- Over twice as many organisations report facing worse economic circumstances in the past 12 months than better (39% against 15%).
- The outlook in the public sector is once again gloomy, with 63% reporting worse economic circumstances in the past 12 months, 52% reporting a cut in training funds and only 10% expecting an increase in funding in the next year.
- Smaller organisations are more likely to report better economic circumstances than those who employ over 1,000 staff and, as a result, are more optimistic about funding for training in the next 12 months.
- Seventy-eight per cent of voluntary sector respondents report that funding for training has remained stable or increased, compared with 68% in the private sector and 45% in the public sector.
- Private sector respondents are the most optimistic about their funding prospects for the next year.

### Training spend and budgets

- Seventy-two per cent of organisations have a training budget.
- Senior managers are most likely to have the main responsibility for allocating training budgets (59%).
- Voluntary sector organisations spend more per employee per year on training, compared with the private sector and with the public sector.
- Those employing less than 250 people spend far more per head on training than those with more than 10,000 employees.

# The role of line managers in learning and development

The CIPD 2005 survey of employees, *Who Learns at Work?*, highlights line manager support as a key facilitator of learning. Previous learning and development surveys have also confirmed that line managers are increasingly expected to undertake learning and development activities within an organisation. In this year's survey, we investigated the role of line managers in learning and development in more detail.

## Line manager responsibilities

Almost three-quarters of respondents (74%) report that their line managers have taken on greater responsibility for learning and development activities during the past two years. In addition, the findings shown in Table 1 confirm the importance of line managers in supporting learning and development. Over half state that line managers are 'very important' and a further 44% say they are 'important' in supporting learning and development.

Table 2, however, suggests that, despite their crucial role in supporting learning and development, learning and development specialists don't believe that line managers are taking this role as seriously as they might. A fifth of respondents report that line managers don't take learning and development very seriously, which is a greater proportion than those thought to take it very seriously (12%).

Table 1: Importance of line managers in supporting learning and development in organisations (%)

Very important	52
Important	44
Not very important	3
Not important at all	0

Base: 662

Table 2: How seriously line managers take learning and development (%)

Very seriously	12
Fairly seriously	65
Not very seriously	20
Not seriously at all	3
Don't know	0

Base: 662

### How effective are line managers in relation to learning and development?

Over half of respondents (54%) rate their line managers' contribution to learning and development as either 'effective' or 'very effective'. However, on the flipside, 44% say that their line managers are 'not very effective' or 'ineffective' in relation to learning and development, which, particularly when taken in conjunction with the findings in Table 1, is a worrying finding.

Table 3 may shed some light on the reasons behind line managers' apparent ineffectiveness in their roles in learning and development. Only 8% of respondents report that all line managers are trained to support learning and development, while less than a third say that a majority are. One in ten organisations don't train any line managers in relation to supporting learning and development.

Given that increasing numbers of line managers are being asked to take an active role in the learning and

development that takes place in their organisation, it's clear that they're going to need assistance and development to support these activities effectively. As well as providing a possible explanation for the perceived ineffectiveness of line managers, the lack of development could go some way to explaining why some line managers don't take learning and development as seriously as they might.

### Involvement of line managers in activities related to learning and development

In Table 4, we move on to investigating the specific activities related to learning and development that line managers are involved in. The two most common activities for which line managers have main responsibility are conducting performance appraisals (88%) and agreeing personal development plans (76%). Line managers hold the main responsibility for deciding and planning the training needs of staff in less than half of respondent organisations (43%). And it's relatively rare for line managers to have the main responsibility

Table 3: Proportion of line managers trained to support learning and development (%)

All	8
A majority	32
A minority	50
None	10

Base: 661

Table 4: Involvement of line managers in activities related to learning and development (%)

	Main responsibility	Some responsibility	Limited involvement	No involvement
Induction	29	45	21	5
Conducting performance appraisals	88	7	3	2
Agreeing personal development plans	76	15	7	2
Deciding and planning the training and development needs of staff	43	42	13	2
Providing formal training	3	29	47	21
Providing informal training	19	55	22	4
Coaching/mentoring	22	45	28	5

Base: 663

for informal training, although over half have some responsibility. So, it's clear that the more traditional people management duties continue to be predominant over other learning and development activities.

### Competing pressures

So, what reasons are given for line managers not supporting learning and development? Competing business pressures are cited by more than three-quarters of respondents as a significant reason for line managers not supporting learning and development (Figure 1). A lack of understanding about the value and impact of learning and development is also seen as a prohibitor

by 41%, with similar numbers reporting that learning and development is perceived by line managers as optional or peripheral rather than essential.

Interestingly, less than a fifth of respondents believe that a lack of training is the main reason for line managers not supporting learning and development, despite the findings in Table 3 that training for line managers is relatively scarce.

### Increasing line manager commitment

We asked respondents to identify the activities being used to encourage line manager buy-in to learning

Figure 1: Main reasons for line managers not supporting learning and development

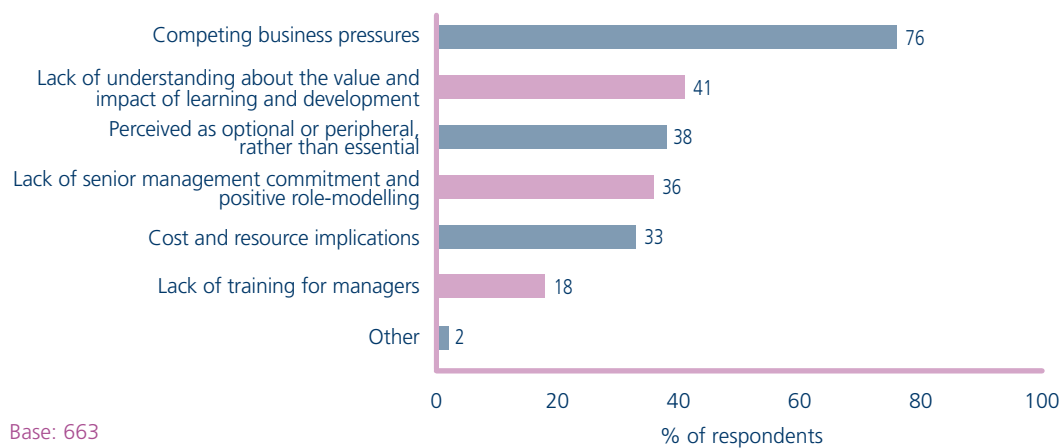
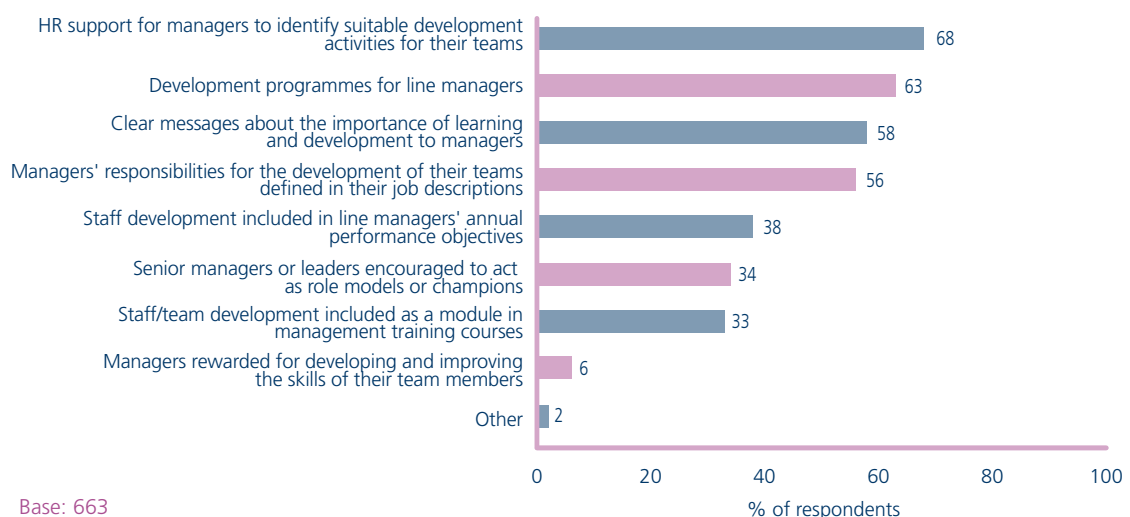


Figure 2: Activities used to encourage line manager buy-in to learning and development



and development (Figure 2). The most common activities are HR support for managers to identify suitable development activities for their teams (68%) and development programmes for line managers (63%). More than half of line managers now have their responsibilities for the development of their team defined in their job descriptions. But only 38% have it included in their annual performance objectives.

Only 6% of respondents say that line managers in their organisation were rewarded for developing and improving the skills of their team members. This suggests that while organisations are increasingly expecting line managers to undertake learning and development activities, the rewards for doing so are not so readily available.

Finally, in this section, we asked what the most critical activity is that HR can undertake to increase line manager commitment and buy-in to learning and development. We received a variety of responses, but by far the most common was the need to demonstrate the value of learning and development and to convince people of its importance. Other commonly cited activities included gaining senior manager commitment and supporting line managers with relevant training. A number of respondents highlighted the need for organisations to intrinsically link managers' jobs to learning and development, either by including it in job descriptions or line manager performance appraisals. Linking learning and development more closely to business objectives was also a popular response, an area covered later in this report.

### The importance of line managers at Nando's

Nando's is now a familiar sight on the high street, with over 136 restaurants (at end November 2006). It's a fast-growing organisation and has new stores opening every month.

For Nando's, the role of the line manager in learning and development is a critical one. The general business ethos is that happy and fulfilled Nandocas (staff) are more likely to ensure that customers have a fantastic time in their restaurants, so a central part of every line manager's role is to ensure that their Nandocas are appropriately supported and developed to perform to the best of their ability.

This is particularly evident in the role of the Patrao (general manager – Portuguese for 'head of the family') in each restaurant. Every Patrao is accountable for the recruitment, training and development of their Nandocas, so the commitment to line manager involvement in learning and development begins with the recruitment of the managers themselves. Potential managers are assessed on their ability to communicate, listen well and work as part of a team in the hope that these skills can be translated into coaching skills. Every manager, from senior directors to first-line managers, are expected to act as day-to-day coaches for their staff, and all take part in a coaching skills training programme (which is split into three levels).

The learning and development function within Nando's is a growing one, and its role isn't limited to the delivery of training. Nando's learning and development professionals view themselves as enablers and facilitators who offer opportunities and provide support to the Patraos and others in the organisation.

Success is measured, at least in part, through the quarterly staff satisfaction survey. Employees are asked to indicate if they're being given enough development opportunities to enable them to do their jobs successfully. The satisfaction levels are currently at 92–96%. Mystery shopper audits take place regularly and the results feed into development plans.

## The importance of line managers at Nando's (continued)

Every Nando's restaurant nominates at least one learning and development 'buddy' from its staff. The buddies have a 'day job' but spend a proportion of their time giving guidance on different products and use of machinery. Before taking on the role, they attend a 'train the trainer' workshop, which has been developed in-house. Buddies are involved in management-level meetings, and every quarter they meet collectively with the regional managers to discuss progress.

Buddies are also equipped with a training toolkit, a 'beautiful wooden box' that contains cards for all Nando's standards. Each card has on it the picture of a particular product, the preparation procedure and questions to ensure the buddies assess their trainees' understanding. The tool is reviewed every year so that it remains up to date, and buddies are involved in the review process.

All the buddies are encouraged to be proactive in their approach, and although the same high level of customer service and product quality is expected in each of the stores, buddies are encouraged to be innovative in their training and to tailor their approaches to different learner styles. The buddy system is now well established in Nando's, with on average two buddies in each restaurant.

**Information provided by Marcelo Borges, Learning and Development Manager**

# Building a coaching capability

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 efforts organisations are making to build a coaching capability and examines the use of external versus internal coaches. We also explore some current views on coaching and the role it plays in organisations.

## Coaching activity

From a figure in 2006 of 79% of organisations being involved in coaching activity, this is now down to 63%. Such a drop is perhaps unexpected and might indicate that the popularity of coaching is on the decline. But it could indicate that there's greater clarity in organisations as to what constitutes 'coaching activity'. It's also worth noting that 73% of respondents expect coaching by line managers to increase in the next few years.

In terms of building a coaching capability, it's clear from Table 5 that the majority of coaching is being carried out by either internal coaches (coaching those who don't report to them) or by line managers (coaching those who report to them). In cases where external coaches are used, they tend to deliver less than a quarter of the total coaching activities. The bulk of the task appears to fall to the line manager, with one in ten respondents saying that line managers deliver 76–100% of the coaching in their organisation.

Table 5: Proportion of coaching activities delivered by the following groups (%)

	None	1–25%	26–50%	51–75%	76–100%
External coaches	32	46	8	9	5
Internal coaches	17	46	23	9	5
Line managers	7	31	26	24	11

Base: 416

## Developing a coaching culture at Royal and Sun Alliance

The MORE TH>N arm of the Royal and Sun Alliance Insurance Group plc deals directly with customers buying home, motor and pet insurance over the phone or via the Internet. It handles more than 10 million phone calls each year and employs around 2,400 people, with centres in Bristol, Halifax, Horsham, Liverpool, Peterborough, Manchester and Sunderland, and smaller operations in Belfast, Birmingham, Glasgow, Henley and Maidstone.

In 2005, MORE TH>N reorganised its business to create a high-performance culture focusing on the delivery of business results. Coaching was identified as a key tool in the new structure that would enable employees at all levels of the business to identify for themselves how they could contribute to business success and drive a high-performance culture.

Around 35 coaches were selected, most of whom had previously been team leaders. They were chosen for their business knowledge and people skills as well as their future potential to adapt to a coaching role.

Coaches give specialist advice, information, coaching and training to support the achievement of business targets. With responsibility for coaching up to 45 staff, they're expected to raise the standards of customer service and technical ability. Team leaders are also responsible for coaching their staff and work closely with the coaches to make sure their approaches are aligned.

Initial training in coaching skills was delivered by the in-house business training team. All leaders and coaches have since been encouraged to continue to develop their skills, for example, through refresher training. Observation and feedback are a key feature of the MORE TH>N culture and coaches are given regular feedback and support by their leaders and HR consultants. Coaches have also created their own support network to help each other in their development.

Coaching is now firmly established in MORE TH>N and is the predominant management style. It supports business results by improving individuals' personal performance, whether by raising technical skills, increasing personal confidence or focusing on developing staff for career advancement.

**Information provided by Caron Green and Jill Newman, HR consultants**

### Selecting coaches

The key factors when selecting coaches differ depending on whether they are external coaches, internal coaches or line manager coaches. For example, a third of respondents report that they look at coaching experience when selecting an external coach but, as would be expected, only a fifth expect their line managers to have coaching experience (Table 6). Furthermore, a quarter of respondents expect external coaches to hold specialist qualifications in coaching compared with just 7% for internal coaches and 2% for line manager coaches. An understanding of the

business or profession and understanding of leadership and management are far more likely to be seen as key factors when selecting internal coaches and line manager coaches.

### Support for coaching

Once again, it appears that, while line managers are increasingly expected to take on the responsibility for coaching, few are actually being trained to do so. Table 7 shows that only 2% of respondents train all line managers to coach, and only 17% train a majority of line managers to coach.

Table 6: Key factors when selecting coaches (%)

	External coaches	Internal coaches	Line managers
Coaching experience	36	28	20
Specialist qualifications in coaching	24	7	2
Evidence of continuing professional development	12	22	17
Evidence of using supervision	8	19	29
Understanding of your business or profession	26	36	38
Understanding of leadership and management	27	31	35

Base: 416

Table 7: Proportion of line managers trained to coach (%)

All	2
A majority	17
A minority	65
None	15

Base: 416

Table 8 shows the number of training days offered by organisations to prepare coaches to work for them. Around a third of each group gets less than two days' training, while a similar proportion of internal coaches and line managers get between two and five days' training.

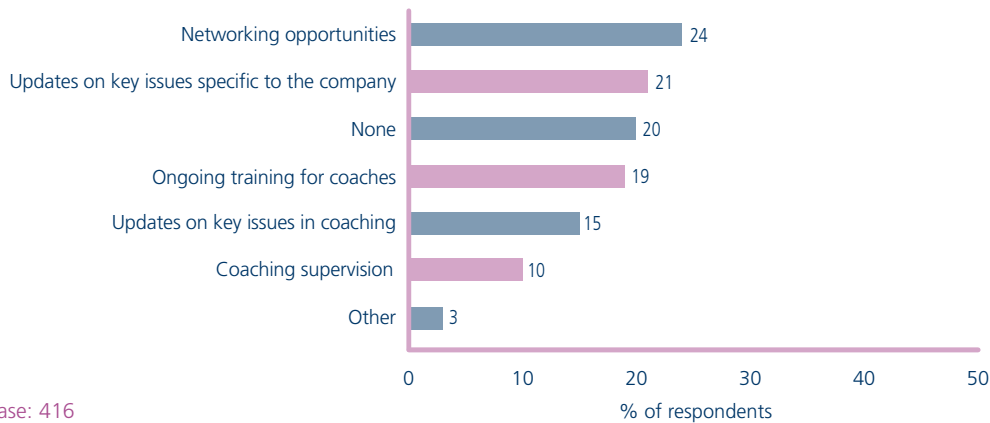
We asked respondents what their organisations are doing to help their coaches keep their skills up to date. A fifth of respondents report that their organisation doesn't offer any help to their coaches to keep their skills up to date (Figure 3 overleaf). A quarter provide networking opportunities for their

Table 8: Number of training days offered within an organisation to prepare coaches for work (%)

	External coaches	Internal coaches	Line managers
Less than 2 days	30	28	38
2–5 days	9	31	31
5–10 days	2	8	7
More than 10 days	2	8	4
Not applicable	57	24	19

Base: 416

Figure 3: How organisations help their coaches keep their skills up to date



coaches and 21% provide updates on key issues specific to the organisation. Nineteen per cent report ongoing training for their coaches.

CIPD research published last year (*Coaching Supervision: Maximising the potential of coaching*, available to download from [www.cipd.co.uk/changeagendas](http://www.cipd.co.uk/changeagendas)) highlighted the importance of coaching supervision in developing a sustainable coaching culture. Results from this survey confirm that coaching supervision is still at the early stages, with only one in ten organisations using it.

Coaching still has some way to go before it's fully integrated into UK organisations' learning and development strategies and management styles according to the statistics in Table 9. However, one in

ten respondents report that coaching has been completely integrated into the wider HR and learning and development strategy in their organisation, with a further quarter reporting that this had happened 'to a great extent'.

Nearly half of respondents report that coaching is not included in their managers' job descriptions and 60% said that individuals at their organisation aren't recognised and rewarded for their involvement in coaching activities.

Overall, this year's section on coaching shows that, while coaching has rapidly become a valuable and frequently used learning and development tool, efforts to develop internal coaching capabilities in UK organisations are still, in a majority of cases, in the early stages.

Table 9: Views on coaching (%)

	Completely	To a great extent	To some extent	Not at all
Coaching activities are closely linked to business goals	11	32	44	13
Coaching is integrated into wider HR and learning and development strategy	9	25	50	16
Individuals are encouraged to use coaching to support their personal development	9	26	55	10
Coaching is a formal part of managers' job descriptions	7	15	33	45
Line managers take their responsibilities seriously	4	12	67	17
Individuals are recognised and rewarded for their involvement in coaching activities	2	5	33	60
Coaching is the predominant management style in the organisation	2	11	42	45

Base: 416

# Integrating learning and development with wider organisational strategy

Learning and development is still all too often criticised for being ‘de-coupled’ from mainstream organisational strategy. In this section we examine how far learning and development is linked into wider organisational strategy and the extent to which the two influence each other.

### The importance of involvement

The survey found that just under a third (32%) of the sample feel that learning and development implications are considered ‘very important’ when their overall organisational strategy is being designed (Table 10). A further 49% feel that learning and development implications are considered ‘quite important’.

It’s worth noting that a sizable minority (19%) still believes that learning and development implications are not viewed as important when their organisational strategies are being developed.

### An issue of timing?

To further investigate the importance of learning and development implications with regard to overall organisational strategy, we wanted to examine the timing of any involvement by learning and development professionals in overall strategic planning. The results are revealing.

Figure 4 overleaf suggests that 36% of organisations involve the learning and development team at the initial stages of the planning process. Just under a third (30%) of organisations involve learning and development professionals after all the major decisions have been made. Thirteen per cent of the organisations consult the learning and development team when strategic decisions are being implemented. And a further 9% of organisations defer any learning and development involvement towards the final stages of implementation. In other words, for 22% of organisations, the strategic involvement of learning and development professionals may come ‘too late’ to make a significant difference. In addition, 11% of organisations don’t see the need to involve learning and development professionals at any stage when developing overall organisational strategy.

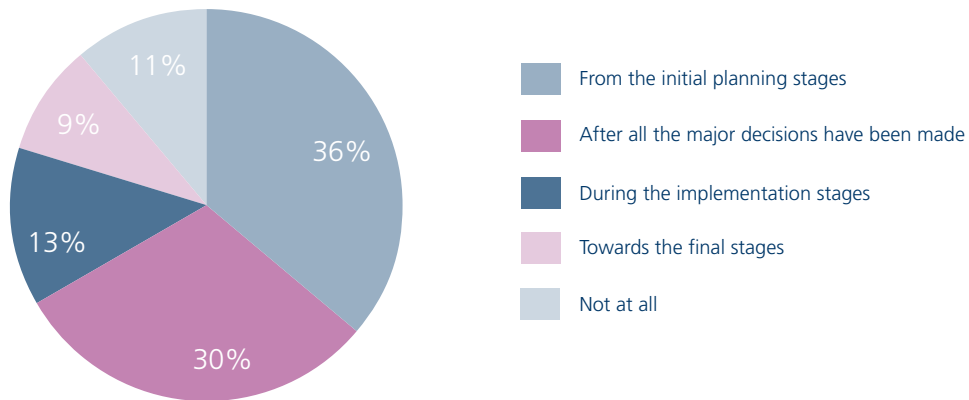
This scope for improvement is backed up by respondents. Fifty-seven per cent believe that learning and development professionals in their organisation

Table 10: Implications for learning and development considered to be important when overall organisational strategy is being developed (%)

Very important	32
Quite important	49
Not very important	17
Not important at all	2

Base: 619

Figure 4: Involvement of learning and development professionals in the development of overall organisational strategy



Base: 649

don't have enough involvement in the development of organisational strategy.

#### Barriers to involvement

The survey results identify two notable reasons for insufficient involvement of learning and development professionals in the development of organisational strategy. Nearly half of respondents (48%) believe that the lack of involvement is due to not being considered a 'key stakeholder in organisational strategy' (Table 11). And 36% believe that training and development implications aren't properly thought through. This presents a significant challenge for learning and

development professionals in terms of improving their standing and influence.

#### Determining learning and development strategies

Learning and development professionals would clearly like to have more involvement in the development of organisational strategy, but who leads in determining the learning and development strategy? Table 12 shows that learning and development specialists, the HR department and senior managers hold the main responsibility for determining the learning and development strategy, with at least some involvement from line managers in over half of organisations.

Table 11: Reasons given for insufficient involvement of learning and development professionals (%)

Not considered to be a key stakeholder in organisational strategy	48
Training and development implications aren't thought through	36
Lack of credibility of learning, training and development department/team in general	9
Lack of presence of senior HR or learning, training and development professional on the business planning team	0
Other	7

Base: 231

Table 12: Responsibility for determining the learning and development strategy for the organisation as a whole (%)

	Main responsibility	Some responsibility	Limited involvement	No involvement
Learning, training and development specialists	52	17	10	22
HR department	48	36	11	5
Senior managers	42	44	12	1
Line managers	4	51	34	11
External consultants working for the organisation	2	14	26	58
Employees/learners	3	37	41	19

Base: 635

In terms of day-to-day learning and development activities, the bulk of the responsibility remains with the learning and development specialists, with a surprisingly low figure (29%) of day-to-day activity being mostly initiated by line managers (Table 13).

As would be expected, more employees/learners are involved in initiating day-to-day learning activity than in developing the learning and development strategy – 61% having the main responsibility or some involvement in initiating day-to-day activity, compared with 40% involvement in developing the strategy (Table 12). However, both figures could be viewed as disappointing, given the much-heralded focus on learner-led learning.

#### How far is learning and development driven by organisational goals?

If we take the first two columns of Table 14 overleaf together, we can see that organisational goals have the greatest impact on induction training (65%), learning and development strategies (62%) and personal development plans (56%). Funded learning directly related to immediate work needs is driven by organisational goals in over half of organisations (54%).

So far, the general picture seems to suggest that, while some organisations have been able to integrate learning and development activities in a strategic manner, they don't represent an overwhelming majority.

Table 13: Those initiating the majority of day-to-day learning and development activity in the organisation (%)

	Main responsibility	Some responsibility	Limited involvement	No involvement
Learning, training and development specialists	48	17	13	22
HR department	33	44	17	6
Line managers	29	51	19	2
Senior managers	14	47	33	7
Employees/learners	13	48	31	8
External consultants working for the organisation	2	8	30	61

Base: 625

Table 14: The extent to which aspects of learning and development are driven by organisational goals (%)

	Completely	To a great extent	To some extent	Not at all
Induction training	26	39	30	5
Learning and development strategy	23	39	31	7
Personal development plans	17	39	37	7
Funded learning directly related to immediate work needs	14	40	35	11
Use of qualifications/certified skills	12	36	43	9

Base: 650

Figure 5 shows a set of indicators that could reflect a formalisation of learning, training and development within organisations.

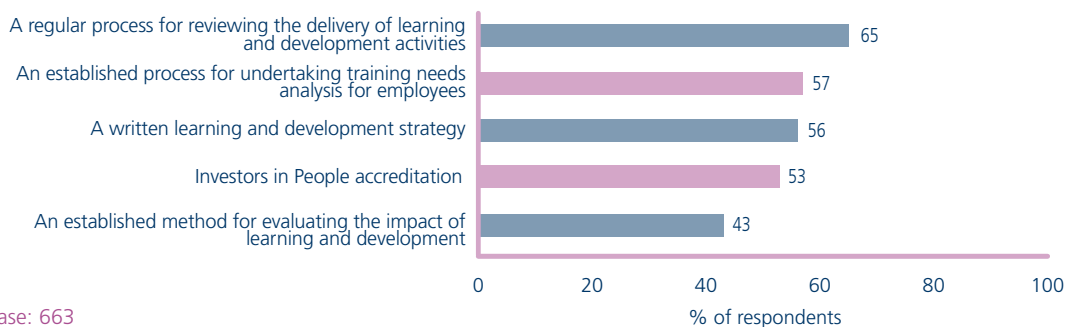
Having a regular process for reviewing the delivery of learning and development activities is the most frequently used method for supporting organisational strategy (65%). This is followed by having an established process for undertaking training needs analysis. Only 56% of organisations use a written learning and development strategy to support their organisational strategy.

By making correlations between the data in this section, it's possible to draw additional conclusions.

Organisations that claim their learning and development strategies are driven by organisational goals have a greater level of learning and development formalisation within their organisations (as shown by the indicators in Figure 5).

In general, the more formalised learning and development is in an organisation, the more likely it is that learning and development professionals are sufficiently involved in formulating organisational strategy. It also makes it more likely that the learning and development implications of the organisational strategy will be thought through, and that this will happen before the implementation stage.

Figure 5: Learning and development methods used to support organisational strategy



Base: 663

## The drive for learning and development at Ginsters

Ginsters is a manufacturer of savoury pastries and fresh sandwiches. Its pasties are well known, but there are more than 60 types of product in the company's range of output. A subsidiary of Samworth Brothers Limited, Ginsters employs some 750 staff. Two-thirds of the workforce is based at the manufacturing plant in Cornwall, and a large sales and distribution force work from 15 offices across the UK to ensure that Ginsters products are available in motorway services, garages, convenience stores, as well as in large retailers.

The market is very competitive and there's considerable pressure on speed and efficiency of production to underpin competitive pricing. Although many of the products are 'traditional' (in fact, this is part of their appeal), the skills required in the workforce have increased and will continue to increase as equipment becomes more complex. One of the biggest challenges facing the company, according to Nicky Taylor, Head of Training and Communications, is to get people who've worked for a very long time in a certain way to start working differently, enabling employees to keep up to date with technology changes. Training and development will therefore be vital to Ginsters' continued success.

Ginsters accepts that the acquisition of knowledge and skills is essential, so there's no need to 'sell' the idea of training. The company already holds the Investors in People award, as well as having won two regional training awards for its development programmes. Nicky says it's recognised that 'you can't consider growing your business without growing your people.'

There is, however, often a difference between intention and implementation. The main objective, in a very operational business, is to ensure that there's focus and drive for the long term as well as for the immediate future. There must be an investment of time and money in initiatives that will have an impact next year as well as this.

The integration of training and development in business planning is crucial to the achievement of this objective. Each part of the Ginsters business has written plans, and the training team are actively involved in their preparation. Nicky feels that learning and development is considered to be very important when the overall organisational strategy is developed and feels she is involved at every stage of development.

Such involvement in the business and planning process has to be earned. It's as much about credibility as the formal planning processes. In Nicky's view, a thorough knowledge of the business is an essential prerequisite to gaining influence – so also is an ability to communicate in terms that the business uses and understands. She must be able to show how an investment in skills will lead to business benefits that will help managers achieve their objectives in ways they will understand and welcome. She feels that she must be clear herself about how any training initiative brings benefits in operational and performance terms. Only then can she rely on the trust she's gained to be given the scope to implement it. However, ultimately, she says: 'I should be judged on my ability to drive delivery and achieve results.'

Nicky has a five-year strategy for learning and development at Ginsters that extends well beyond a focus on training. Outcomes lie under five main headings: aligned business and people objectives; effective job-related training and learning for all staff; career and personal development; formal validation; and evaluation and the development of the learning organisation.

**Information provided by Nicky Taylor, Head of Training and Communications**

# The use of competencies

Competencies have been a feature of learning and development in organisations for the past few decades. In this year's survey, we sought to examine how widely competency frameworks are used; how they're designed; and how they're applied.

## Popularity of competency frameworks

It's clear that competency frameworks are now well established in the workplace. Sixty per cent of organisations have a competency framework in place for their staff, and just under half (48%) of those who haven't say they intend to introduce one in the next two years.

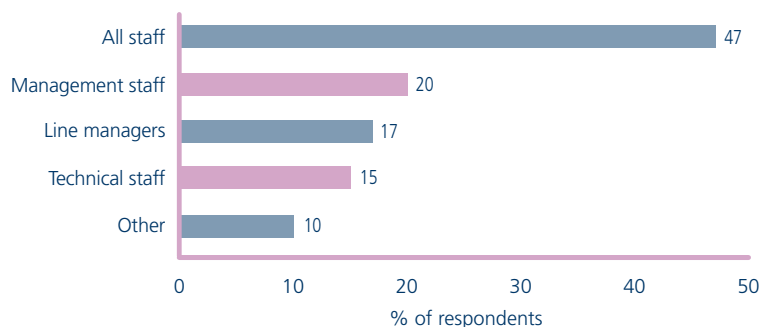
Of the organisations with a competency framework, there is a 50/50 split between those that have just one single framework across the whole organisation and those that have multiple frameworks in place. The percentage of employees covered by competency framework(s) is also high. On average, these frameworks cover more than three-quarters of employees (78%). Nearly half (47%) of respondents whose organisation has a competency framework (or frameworks) in place report that it is for all members of staff (Figure 6).

There is a focus on so-called 'generic' skills in competency frameworks, with communication skills being the most common subject included (Figure 7). People management skills also feature strongly, with 59% of respondents reporting that they are included within their competency framework(s).

## Main uses of competency frameworks

Competency frameworks are used to achieve a variety of objectives. Table 15 shows that the most common use of competency frameworks is to underpin performance reviews and appraisals (56%). Other common uses include aiming for greater employee (47%) and organisational (44%) effectiveness. Given that over half of organisations (54%) include customer service skills in their competencies, it's perhaps surprising that only a quarter report using their competency frameworks to achieve greater customer satisfaction.

Figure 6: Staff covered by competency framework(s)



Base: 398

Figure 7: Subjects included in competency framework(s)

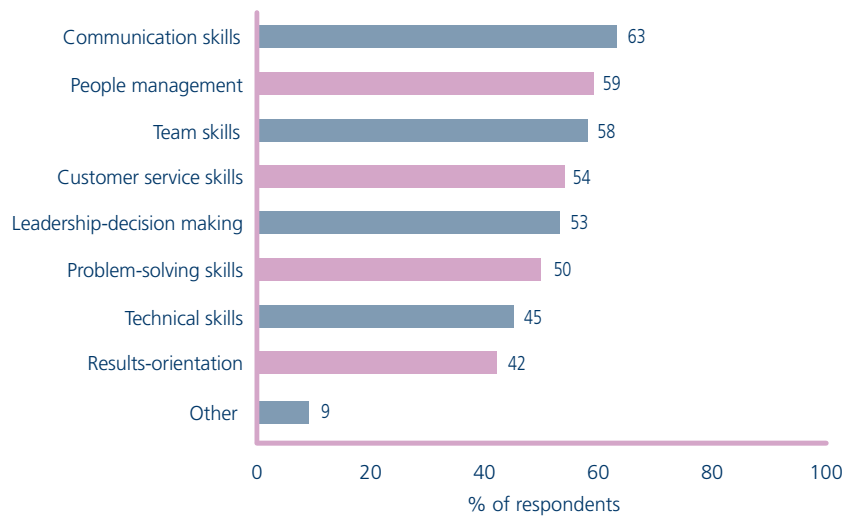


Table 15: Main use of competency framework(s) (%)

Underpins performance reviews/appraisals	56
Greater employee effectiveness	47
Greater organisational effectiveness	44
More effective training needs analysis	36
More effective career development	36
More effective recruitment	28
Greater customer satisfaction	26
Better job design	19
Other	3

Base: 398

Individual employees naturally have an integral role to play in the efficient use of competency frameworks. Seventy per cent of employees are required to self-assess or record their own performance. Technological advances have also influenced the communication and use of competency frameworks. Sixty per cent of competency frameworks are now available to individual employees as an electronic version on their PC.

### Development of competency frameworks

Despite the dominance of 'generic' skills in the competency frameworks, the vast majority of respondents' frameworks were developed in-house (Table 16), reflecting the need to closely align competencies with organisational objectives. This

development is normally either purely in-house (52%) or in-house with the assistance of consultants (33%). Only 8% of those with a competency framework(s) report using an external framework that has been developed by an external organisation.

Table 16: Development of competency framework(s) (%)

In-house	52
In-house with consultants	33
Used an external framework produced by an external organisation	8
Other	7

Base: 289

## A competency framework at the Football Association

The Football Association (FA) is the governing body for football in England and has a high profile in sporting and public life. Some 290 staff are employed and the key focus is the development and regulation of the game at all levels, from international football to grassroots. The FA is a not-for-profit organisation, which means that all the surpluses it gains from its commercial activities are invested back into the game at all levels. The diversity of the organisation's remit necessitates a diverse range of skills and staff. Though everyone is driven by different motivations and needs, all share a common 'love for the game'.

Tom Harlow, who was appointed to his position as Learning and Development Manager in June 2006, made one of his top priorities the establishment of a competency framework to cover all staff. A competency framework had been in place but the system was in disrepair, with different competency categories applied in different parts of the organisation. This made the system overly elaborate, it commanded little respect and was seen to add little value to the framework of the organisation.

New organisational priorities suggested that a unified approach to performance management was desirable. Both in employee surveys and informal feedback, the FA staff expressed a discomfort with silo working and a desire for career development across functions. A key part of the need to devise and introduce a new framework was the need to recognise the commonality of tasks across the different roles in the workplace and to ensure these were rewarded fairly.

The new framework was delivered in October 2006. It's based on six behaviours – 'the standards that staff are required to demonstrate to achieve high performance': teamworking, communication, leadership, customer service, delivery, and fairness and inclusion. For each of the six behaviours, there are four levels of indicators that correspond to the FA's four hierarchical grades.

## A competency framework at the Football Association (continued)

The framework was derived internally and Tom drew on his awareness of best practice and his experience in his previous role. The design activity was also aligned to two major business initiatives. The first was a working group looking at the strategy for football development; the second was a group supporting internal communications. The expertise of participants in both groups was used to facilitate the definition of desirable behaviours at all levels in the framework.

The tight timetable applied to complete the framework design was driven by the need to use it as the basis for the 2007 performance review process. In Tom's view, while they are good at setting objectives: 'Managers are struggling to find a way of dealing with very good or poor performance.' In this sense, competencies are a tool to facilitate effective performance management. There's a danger of managers taking the indicators too literally and using them as a checklist for every individual. All managers have been briefed and given detailed support. They're encouraged to consider 'What is important for the individual and the role?' in interpreting and applying the framework. This approach has been stressed and reinforced in a one-day workshop delivered by external consultants.

The priorities for the next stage of the framework are to audit the understanding and ensure it's embedded effectively, to integrate it into other HR activities, and to make sure it evolves effectively. The framework will shortly be extended into recruitment activities. So far, it has been well accepted and welcomed by managers and employees, who see it as a clear and concise way of setting standards and measuring performance. They also believe it brings consistency across the organisation and gives clear goals for development. It will need to evolve further and constantly be reinforced and remain fully aligned to the changing needs of the organisation.

**Information provided by Tom Harlow, Learning and Development Manager**

# Trends in workplace learning

Since the CIPD learning and development survey first took place nine years ago, there have been significant changes in workplace learning. CIPD research has illustrated the shift in focus from instructor-led training activities towards a greater use of work-based methods that encourage and support individuals to learn. This year, we included a number of questions that have appeared regularly in previous surveys to assess how far these changes have taken place and what the current trends are in workplace learning.

## What are the most effective ways that people learn?

The more traditional forms of learning are predominantly seen as the most effective ways of learning in the workplace. For the second year running, on-the-job training was picked out – by four in ten respondents – as the most effective way people learn (Table 17). A fifth of respondents still believe that formal training courses are the most effective method, and 15% say the experience of work itself is the best way to learn. Only 2% of respondents cite e-learning as the most effective way to learn. Given the growth of coaching and mentoring in previous years, it's perhaps disappointing that only one in ten believe that these provide the most effective way for people to learn.

## Use of learning and development activities

By far the most frequently used learning and development activities are on-the-job training (81%) and in-house development programmes (60%) (Table 18), which confirms the widespread support for the effectiveness of these activities. The more traditional training methods, such as instructor-led training delivered off the job, formal education courses and external conferences, also remain popular, with either 'frequent' or 'occasional' use of these being high.

Where coaching is used, it's more likely to be carried out by line managers than external practitioners (76% report using line managers to coach either 'frequently' or 'occasionally', compared with 50% using external practitioners). This supports the findings highlighted in

Table 17: Views about the most effective way for people to learn (%)

On-the-job training	41 (39)
Formal training courses	21 (17)
The experience of work itself	15 (17)
Coaching/mentoring	10 (13)
Informal help from colleagues	7 (9)
Other	4 (3)
E-learning	2 (1)
Self-study in own time	1 (2)

Base: 650

2006 figures shown in brackets

Table 18: Use of particular learning and development activities in respondent organisations (%)

	Frequently used	Occasionally used	Rarely used	Never used
On-the-job training	81	17	2	0
In-house development programmes	60	30	7	4
Instructor-led training delivered off the job	43	35	14	8
External conferences, workshops and events	37	45	15	3
Formal education courses	34	47	15	4
Coaching by line managers	30	46	19	5
Internal knowledge-sharing events	18	45	25	12
E-learning	14	34	28	24
Audio tapes, videos and learning resources	13	45	31	11
Mentoring and buddying schemes	12	38	33	17
Coaching by external practitioners	9	41	27	23
Job rotation, secondment and shadowing	9	39	36	16
Action learning sets	5	22	20	52

Base: 656

the coaching section of this report. Surprisingly, the reported use of e-learning has dropped from a combined 54% in 2005 to 48% this year.

#### Expected changes in learning and development

We asked respondents to anticipate how their use of

the various learning and development activities might change in the next few years. A significant proportion of respondents expect their use of coaching by line managers (73%), e-learning (67%), and mentoring and buddying schemes (60%) to increase in the foreseeable future. This may be over-optimistic, as a

Table 19: Expected changes in organisations' use of particular learning and development activities over the next few years (%)

	Increase	Stay the same	Decrease
Coaching by line managers	73	27	0
E-learning	67	32	1
Mentoring and buddying schemes	60	39	1
Internal knowledge-sharing events	56	42	1
In-house development programmes	54	41	5
Job rotation, secondment and shadowing	53	46	1
On-the-job training	36	62	1
Action learning sets	36	62	2
Coaching by external practitioners	29	64	7
Audio tapes	25	66	9
Formal education courses	22	71	7
Instructor-led training delivered off the job	21	69	10
External conferences	20	70	10

Base: 642

Figure 8: Main change in approach to learning and training delivery in the last year



Base: 642

higher proportion of respondents to the same question in the 2005 survey said that they expected the use of e-learning to increase, but this isn't borne out by the results shown in Table 19 on the previous page.

We also asked respondents what they felt had changed most in the delivery of learning and training in their organisation during the past 12 months. As seen in Figure 8, the answers given by respondents are fairly widespread, with no single change being cited significantly more than others. Efforts to develop a learning and development culture represent the biggest change in a fifth of organisations, and one in six have introduced new programmes to develop the

role of line managers. Sixteen per cent of respondents reported no significant changes to their methods of delivering learning and training in the past year.

#### Barriers to learning and development

Finally, in this section, we asked respondents to identify the biggest barriers to learning in their organisation by ranking their top three, with '1' being the biggest. Table 20 shows that pressure of time is top of the list for more respondents than all the other options put together. And only 17% of respondents don't rank time in their top three at all. Lack of resources are clearly still an issue for over half of respondents (55%) and lack of line manager support remains a concern.

Table 20: Barriers to learning (%)

	Ranked 1	Ranked 2	Ranked 3	Not ranked
Pressure of time	60	15	8	17
Lack of resources	15	27	13	45
Organisational culture	10	18	18	54
Lack of commitment from senior management	10	16	17	57
Lack of line manager support	8	21	21	50
Lack of employee motivation	4	13	18	64

Base: 663

## Building a learning culture at London Borough of Newham

Newham is one of the most diverse boroughs in London, and it's critical that the council workforce reflects the community it serves. The vision at the London Borough of Newham is to make Newham a place where people choose to live and work. They've put in place a Moving to Excellence programme, informed by their core values:

- valuing colleagues and their performances
- focusing on achieving outcomes
- working with honesty and integrity
- providing high-quality service
- engaging and valuing our community.

They've developed a Workforce Strategy to:

- develop the skills of the workforce
- create a diverse workforce at all levels
- create employment opportunities for young people
- enable local people, especially those experiencing barriers to employment, access to council jobs
- adopt a 'one council' approach.

To ensure this strategy is addressed in service plans, those in the learning and development team have developed a link officer role to work with heads of service in identifying their priority workforce actions – this is translated into a Workforce Development Action Plan that supports the identification of corporate themes, namely recruitment and retention or talent management activities.

They're developing the workforce through:

- Grow Your Own schemes
- Skills for Life programmes
- graduate summer placement schemes
- developing a 'local' postgraduate scheme.

They're also moving from generic courses towards:

- equipping managers with the skills they need to support career development
- ensuring individuals take responsibility for their development, 'owning' a portfolio of interventions (included in these are the more formal training courses)
- more informal approaches – action learning, coaching and mentoring, for example.

To encourage career development and movement within the organisation, the team has recently introduced 'development assignments', where people can experience a different role at no 'risk' while acquiring different skills and knowledge. Individuals on an assignment are supported by appropriate coaching and mentoring.

The priority now is to ensure that the skills and capacity building within the council remain focused on recognising diversity, engaging with the local people, and acting as 'one' council.

**Information provided by Stewart Aldersley, Learning and Development Manager  
(Corporate and Leadership)**

# 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.

## Economic conditions in the past 12 months

Looking at the sample as a whole, 15% of respondents feel that the economic circumstances facing them in the past 12 months has improved (compared with 19% reporting improved conditions in the 2006 survey). However, the percentage reporting worse economic circumstances is also marginally lower than the 2006 figures (39% compared with 41%).

When these figures are split by sector, we can see that economic circumstances have been better for respondents in the private and voluntary sectors. Only 5% of respondents in the public sector report better economic circumstances in the past 12 months, while almost two-thirds report worse economic times (Table 21).

The smaller organisations in the survey were more likely to report better economic circumstances than those who employ over 1,000 staff (Table 22). Almost a fifth of those employing fewer than 250 people report that economic circumstances have improved, compared with just 7% of those employing 5,001–10,000 people.

Nearly six in ten respondents from organisations with more than 10,000 employees report that their economic circumstances have worsened in the past year.

## Impact on the funding of training

We also wanted to establish the impact of economic conditions on the funds available for training. Of the whole sample, half report that the funds available for training have been stable during the past year, while nearly a third of respondents (32%) report a decrease and only 12% report an increase in funding.

Once again, however, there were differences when the data was split by sector and size of organisation.

More than half of respondents in the public sector report that funding for training has decreased in the past year, compared with a quarter in the private sector and a fifth in the voluntary sector (Table 23). Perhaps surprisingly, and for the second year running, proportionally more respondents in the voluntary sector than in either the private or public sector report an increase in funding for training.

Table 21: Economic circumstances in the past 12 months, by sector (%)

	Better	Same	Worse
Private	20 (22)	43 (41)	31 (34)
Public	5 (11)	28 (32)	63 (56)
Voluntary	14 (20)	56 (43)	28 (37)

Base: 657

2006 figures shown in brackets

Table 22: Economic circumstance in the past 12 months, by number of employees (%)

	Better	Same	Worse
250 or less	19	51	26
251–500	17	42	34
501–1,000	19	42	33
1,001–5,000	11	39	48
5,001–10,000	7	52	33
10,001 or more	13	22	59

Base: 657

Table 23: Impact of economic conditions on funding of training in the past 12 months, by sector (%)

	Better	Same	Worse
Private	14 (17)	54 (49)	24 (30)
Public	7 (16)	38 (41)	52 (42)
Voluntary	16 (20)	62 (55)	20 (23)

Base: 656

2006 figures shown in brackets

Respondents from the very large organisations in the survey are far more likely to have seen their funding for training decline in the past 12 months, with more than half of respondents from organisations with more than 5,000 employees reporting a decline (Table 24). Conversely, less than a fifth of those employing less than 500 people report a decline in the training funds in the last year.

### Future prospects

The final economic indicator we looked at was expected changes in funding in the next 12 months. More than a fifth of respondents (22%) expect funding to increase in the next year, while 24% anticipate a decrease in funding. Almost half of respondents (46%) expect their funding to remain the same.

Table 24: Impact of economic conditions on funding of training in the past 12 months, by number of employees (%)

	Increased	Same	Decreased
250 or less	15	63	19
251–500	17	52	19
501–1,000	16	54	26
1,001–5,000	6	50	41
5,001–10,000	9	30	53
10,001 or more	12	30	50

Base: 656

Table 25: Expected change in funding of training in the next 12 months, by sector (%)

	Better	Same	Worse
Private	28 (21)	48 (51)	16 (21)
Public	10 (13)	40 (44)	42 (37)
Voluntary	22 (20)	52 (48)	21 (25)

Base: 656 2006 figures shown in brackets

Table 26: Expected change in funding of training in the next 12 months, by number of employees (%)

	Increase	Same	Decrease
250 or less	27	57	11
251–500	30	48	13
501–1,000	30	43	20
1,001–5,000	13	44	34
5,001–10,000	12	35	40
10,001 or more	18	37	41

Base: 656

It's worth noting when interpreting these figures that, in each of the CIPD's previous surveys, respondents' expectations for the year ahead have tended to be over-optimistic. This can be seen when comparing the 2006 figures (in brackets) from Table 25 with those in Table 23, where in each case the number expecting an increase last year is higher than the number having experienced an increase in funding this year.

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 12 months (Table 25), with 28% anticipating an increase in funding compared with 22% in the voluntary sector and 10% in the public sector.

When this data is split by number of employees, we can see that respondents from organisations employing less than 1,000 people are far more optimistic about their funding prospects, with around 30% anticipating an increase, compared with 12–18% of those employing more than 1,000 people (Table 26).

# Training spend and budgets

Information on training budgets remains a popular request from CIPD members. This year, in addition to asking respondents about both their training spend and the average number of days' training per employee, we also explored who has responsibility for allocating the training budget in organisations.

In total, 72% of respondents report that their organisation has a training budget. The main responsibility for allocating this budget lies with senior managers in over half of organisations (59%) and only 3% report that senior managers have no involvement at all (Table 27). Unsurprisingly, the HR department and learning and development specialists are also heavily involved in allocating the training budget. Yet 59% of line managers have limited or no involvement in the allocation of funds.

This year, for the first time, the training spend figures have been calculated using the median spend per employee rather than the mean figure. This is due to the mean figure being heavily skewed by a handful of respondents reporting very large training budgets in relation to their organisation size. This led to the mean

figure being unrepresentative of the sample as a whole. Rather than have an arbitrary cut-off point after which these responses wouldn't be counted, we decided the best way to proceed would be to use all the responses but to report the median figure. This gives a more accurate reflection of the training spend per employee of the whole sample.

The median training spend per employee is £272, which is comparable to last year's median figure of £278. When split by sector (Table 28 overleaf), the difference between the public and private sector spend is relatively small. Those in the voluntary sector, however, appear to spend far more on training per employee than the other sectors, with a figure of £375 per employee per year compared with £273 in the private sector and £250 in the public sector.

Table 27: Responsibility for allocating the training budget (%)

	Main responsibility	Some responsibility	Limited involvement	No involvement
Senior managers	59	31	7	3
HR department	37	34	15	14
Learning, training and development specialists	35	24	12	29
Line managers	9	32	30	29

Base: 581

Table 28: 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)
<b>Sector</b>			
Private sector	64	273 (267)	5.0
Public sector	83	250 (244)	4.5
Voluntary sector	85	375 (375)	5.6
<b>Size</b>			
250 or less employees	56	417	4.9
251–500 employees	70	258	5.0
501–1,000 employees	74	212	5.4
1,001–5,000 employees	83	250	4.7
5,001–10,000 employees	84	353	4.4
10,001 or more employees	80	73	5.3
	Base: 561	Base: 360	Base: 580

Once again, there are marked differences between the training spend of the different sizes of organisation in the survey. The smallest companies tend to have smaller budgets, as would be expected, but spend more per employee (£417). By far the smallest spend per employee in the survey was among the very large companies (those employing more than 10,000 people), who spent £73 per employee on training last year. This is likely to reflect the savings that large organisations can gain from economies of scale in providing training, and may indicate more in-house resources for learning and development.

The number of training days remains constant with an average of five days per employee, with little variation by sector or size.

# 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 2007 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](http://www.cipd.co.uk/surveys)).

This year's survey tackles a number of important issues facing the learning and development profession. One core issue is the role of line managers in learning and development. Seventy-four per cent of respondents report that their line managers have taken on greater responsibility for learning and development activities in the past few years, and there is overwhelming recognition of their importance in supporting learning and development.

However, there is concern that line managers don't take learning and development seriously and that they're not as effective in supporting learning as they might be. One of the likely causes of this is the lack of training available to line managers. What's clear is that, as line managers are expected to take a far more active role in the learning that takes place in their organisation, they will need additional support and development. There are also issues around reward and recognition. The majority of line managers don't have their responsibilities for staff development included in their annual performance objectives, and only 6% are rewarded for developing the skills of their staff.

One of the surprise findings in this year's survey is that the use of coaching has dropped from 79% to 63%. However, it would be premature to read too much into this decline, particularly as nearly three-quarters of respondents expect coaching by line managers to increase in the next few years. The role of line managers emerges strongly again. The majority of coaching activity in organisations is being carried out either by internal coaches (coaching those who don't report to them) or by line managers (coaching those who report to them). As would be expected, both

internal coaches and line manager coaches are often selected for their understanding of the business. Yet only a minority of line managers are being trained to coach – a worrying finding, given the important role they play.

Coaching activities are closely linked to business goals in 44% of organisations. However, coaching still has some way to go before it's fully integrated into UK organisations' wider learning and development strategies. There is also the recurrent problem of organisations failing to reward and recognise those involved in coaching activities internally.

The use of competency frameworks is now well-embedded in the majority of organisations, and on average these frameworks cover more than three-quarters (78%) of employees. Despite the focus on so-called 'generic' skills within these frameworks (for example, communication, team skills), the majority are developed in-house, with occasional support from consultants. They are used to achieve a variety of objectives, but remain centred on greater employee and organisational effectiveness. Developments in technology have also had a significant impact on the use of competencies in organisations. A high proportion of organisations now make their competency frameworks available electronically to individual employees.

A high proportion of organisations have a dedicated training budget. Responsibility for allocating this budget lies mostly with senior managers, HR and learning and development specialists. But over half of line managers have limited or no involvement in the

allocation of funds. In a repeat of last year, the outlook in the public sector is particularly gloomy. Only 5% of respondents in the public sector report better economic circumstances in the past 12 months, while almost two-thirds report worsening economic times. This has had an impact on the funding available, with over half reporting a decrease in training spend in the past 12 months. Further cuts are expected in the next 12 months. However, the average number of training days (five per employee) remains largely stable across the public, private and voluntary sectors.

The more traditional forms of learning are still seen as the most effective. On-the-job training leads in terms of effectiveness, followed by formal training courses. This is mirrored by the most frequently used activities, with on-the-job training and in-house development programmes topping the list. Despite the so-called shift from training to learning, and continued efforts to develop a learning and development culture, the use of action learning sets, job rotations and secondments and internal knowledge-sharing events remains relatively low. However, their use is predicted to increase in the next few years.

Two-thirds of organisations report that their learning and development strategy is driven completely or to a great extent by organisational objectives. These organisations are more likely to have a written learning and development strategy and a regular process for reviewing the delivery of learning and development, and they are more likely to feel sufficiently involved in formulating overall organisational strategy. The survey results identify two main reasons for learning and development professionals not feeling involved enough in the development of organisational strategy: not being considered a key stakeholder, and the training and development implications not being properly thought through. This presents a significant challenge for learning and development professionals in terms of improving their standing and influence.

# Background

This is the ninth annual CIPD learning and development survey carried out in conjunction with the Centre for Labour Market Studies (CLMS), University of Leicester. The survey provides data on current and emerging practice in learning and development. This year's survey covered a number of different topic areas, including the role of line managers in learning and development; building a coaching capability; integrating learning and development with wider organisational strategy; the use of competencies; trends in workplace learning; and training spend.

The analysis, design and management of the survey was undertaken by Dr Johnny Sung and Martin Quinn at CLMS, 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, 663 useable questionnaires were returned – a response rate of 13%. The returned questionnaires were fed into a database using FileMaker Pro and the results 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 and 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.

Five 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 2007 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](http://www.cipd.co.uk/surveys)).

Table 29: Profile of respondents, by number of employees (%)

250 or less	26
251–500	16
501–1,000	15
1,001–5,000	22
5,001–10,000	9
10,001 or more	12

Base: 663

### Sample profile

The sample breakdowns by industrial sector and organisational size are shown in Tables 30 and 31. As usual with CIPD surveys, the sample is skewed towards larger organisations, which reflects the membership profile of the CIPD. Nevertheless, as Table 29 shows, the survey gathered responses from a reasonable proportion of smaller and medium-sized organisations.

Almost two-thirds of respondents in this year's survey are in the private sector (Table 30). The public sector

accounts for 28% and just over one in ten respondents are in the voluntary sector.

Table 30: Profile of respondents, by sector

Private	60
Public	28
Voluntary	12
Base: 663	

Table 31: 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 metals	5
Food, drink and tobacco	4
General manufacturing	3
Mining and quarrying	0
Paper and printing	1
Textiles	0
Other manufacturing	2
Professional services	6
Finance, insurance and real estate	6
Hotels, catering and leisure	4
Transport, distribution and storage	3
Media	2
Retail and wholesale	8
IT services	2
Communications	1
Call centres	1
Other private services	8
Care services	3
Housing associations	4
Charity services	3
Other voluntary	2
Central government	5
Health	6
Other public services	4
Education	5
Local government	8

Base: 663

# Acknowledgements

The CIPD is very grateful to all those organisations and individuals who gave their time to take part in the 2007 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](http://www.cipd.co.uk) to find out more.



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