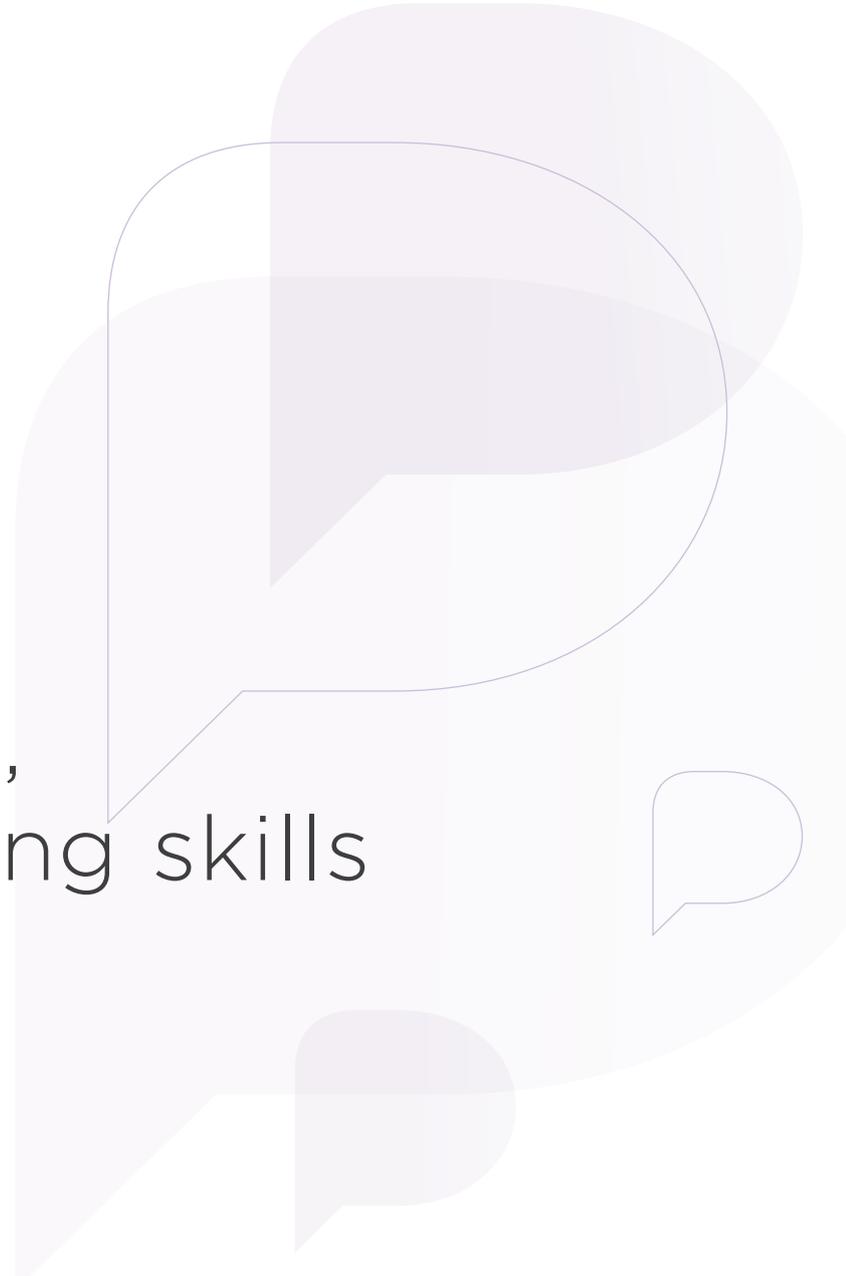


Research report

April 2015

L&D: Evolving roles, enhancing skills



The CIPD is the professional body for HR and people development. The not-for-profit organisation champions better work and working lives and has been setting the benchmark for excellence in people and organisation development for more than 100 years. It has more than 135,000 members across the world, provides thought leadership through independent research on the world of work, and offers professional training and accreditation for those working in HR and learning and development.

L&D: Evolving roles, enhancing skills

Research report

Contents

Executive summary	3
Introduction	4
1 L&D alignment and resources	8
2 Evolution of roles and responsibilities	13
3 Building skills and capabilities	16
4 Driving change	20
Conclusion	23
Appendix 1: Barnardo's case study	24
Appendix 2: Mattel case study	28
Appendix 3: McDonald's case study	31
Appendix 4: Ministry of Defence case study	36
Appendix 5: PwC case study	39
Appendix 6: University Hospital Southampton NHS Foundation Trust case study	44
Appendix 7: Background information on the Towards Maturity benchmark	48
References	49

About Towards Maturity

Towards Maturity is a benchmarking research company that provides independent expert advice and support to help organisations modernise learning in order to accelerate business performance. It leverages the data of its in-depth Benchmark Study, the largest learning benchmark in Europe. Since 2003 over 3,500

organisations and 17,000 learners have contributed to Towards Maturity's leading benchmarks. Thanks to the support of Towards Maturity's Ambassadors (27 learning organisations), annual benchmarking findings, case studies and resources are available to download for free at www.towardsmaturity.org

Acknowledgements

This report was written by **Ruth Stuart**, Research Adviser at the CIPD, and **Laura Overton**, Founder of Towards Maturity. We are indebted to all of the case study organisations who took part in the research; we specifically would like to thank:

- **Katharine Bollon** – Head of Workforce and Organisation Development, Barnardo's
- **Rob Carder** – Organisational Development Manager, Europe, Mattel International
- **Anita Esser** – Head of Wider Healthcare Teams Education, University Hospital Southampton NHS Foundation Trust
- **Kerry Georgiou** – Global Digital Learning Administrator, PwC
- **Colonel Garry Hearn** – Programme Manager, Training Business Change, Ministry of Defence (DCTT)
- **Lisa Johnson** – Assistant Director, Information Services, Learning and Communications, Barnardo's
- **Sarah Lindsell** – Director, Global & UK Learning Technology & Transformation, PwC
- **Sue Rawson** – Trainer, Information Services, Learning and Communications, Barnardo's
- **Mark Reilly** – Head of Corporate Training, McDonald's UK
- **Deborah Rudge** – Training Consultant, McDonald's UK
- **James Thorne** – HR Consultant, McDonald's UK
- **Simon Watt** – Director of Organisational Development, Mattel International
- members of the University Hospital Southampton NHS Foundation Trust HR and Training and Development (T&D) team.

We also thank the many learning practitioners who have completed the Towards Maturity benchmark since 2003 and in doing so have confidentially contributed to this research report.

Executive summary

Organisations and individuals are operating in an increasingly volatile, uncertain, complex and ambiguous (VUCA) environment. L&D professionals have a unique role to play in supporting them, but only if we are equipped to operate in the same VUCA world. We need to understand need, respond faster and think beyond the course. But how should L&D roles be organised and L&D professionals be equipped for change?

This research explores the extent to which L&D is changing and draws on benchmarking data from 600 L&D leaders in the Towards Maturity benchmark study, alongside case study research with the following organisations:

- Barnardo's
- Mattel
- McDonald's UK
- MOD
- PwC
- University Hospital Southampton NHS Foundation Trust.

This research demonstrates that mature practice within the top-performing L&D teams leads to significant business benefits. Change is possible, but we need to expand it beyond a minority of organisations and instigate wider movement across the profession. The report explores four key areas to challenge the thinking of the L&D profession – its relationships, roles and responsibilities for the future – and provides a foundation for L&D leaders to drive evidence-based change.

Alignment and resources

- The significant pace of change in the external environment is requiring stronger alignment between L&D activity and business and learner needs.
- Organisations need to maximise the resources they have to enhance effectiveness.
- Limited resources are not necessarily a barrier and can actually help to drive innovation and greater business alignment.
- L&D can operate successfully, whether the function reports to the business or HR, as long as there are clear connections between the different functions and agreement on L&D's purpose.

Evolution of roles

- L&D roles are evolving, but not always at the pace needed.
- There are signs that roles are becoming increasingly multifaceted, with this set to continue in future, necessitating a blend of skills and capabilities.
- In this context agility and versatility are essential, as L&D professionals need to play multiple roles.
- A key shift is a move away from learning delivery to performance consultancy, underpinned by the need for L&D to be aligned to the business and deliver tangible organisational and individual impact.
- There is also increasingly a need for L&D to support social learning.

L&D capability

- In order to maximise resources and evolve roles to best meet business needs, L&D must address key skill gaps.

- These primarily include business and commercial understanding, facilitation of social learning and technological capability, alongside skills that enable robust diagnosis and the development or curation of the right solutions.
- Forward-thinking L&D teams are realising that in order to impact the business, they must first invest in their own capability.
- Methods used to develop skills range from formal development programmes to mentoring and informal knowledge-sharing.

Driving change

- L&D needs to continue to evolve and adapt in response to key drivers of change in the external environment.
- Actively scanning the horizon to anticipate change should therefore be a key priority for L&D professionals.
- But understanding how wider changes may influence L&D requires greater analytical capability to use and interpret evidence and data.
- Insight gathered can be used to help make decisions about L&D resources, the focus of roles and which skills are developed. It can also be used as a tool to engage others in L&D change.

Ultimately, to thrive as an L&D profession, we need to evolve roles and enhance skills to drive organisational performance. This requires action from every L&D practitioner, to build capability in your function and gain stakeholder commitment for learning transformation.

Introduction

‘Here we explore the extent to which L&D roles are changing and identify how organisations are building L&D capability.’

Our purpose

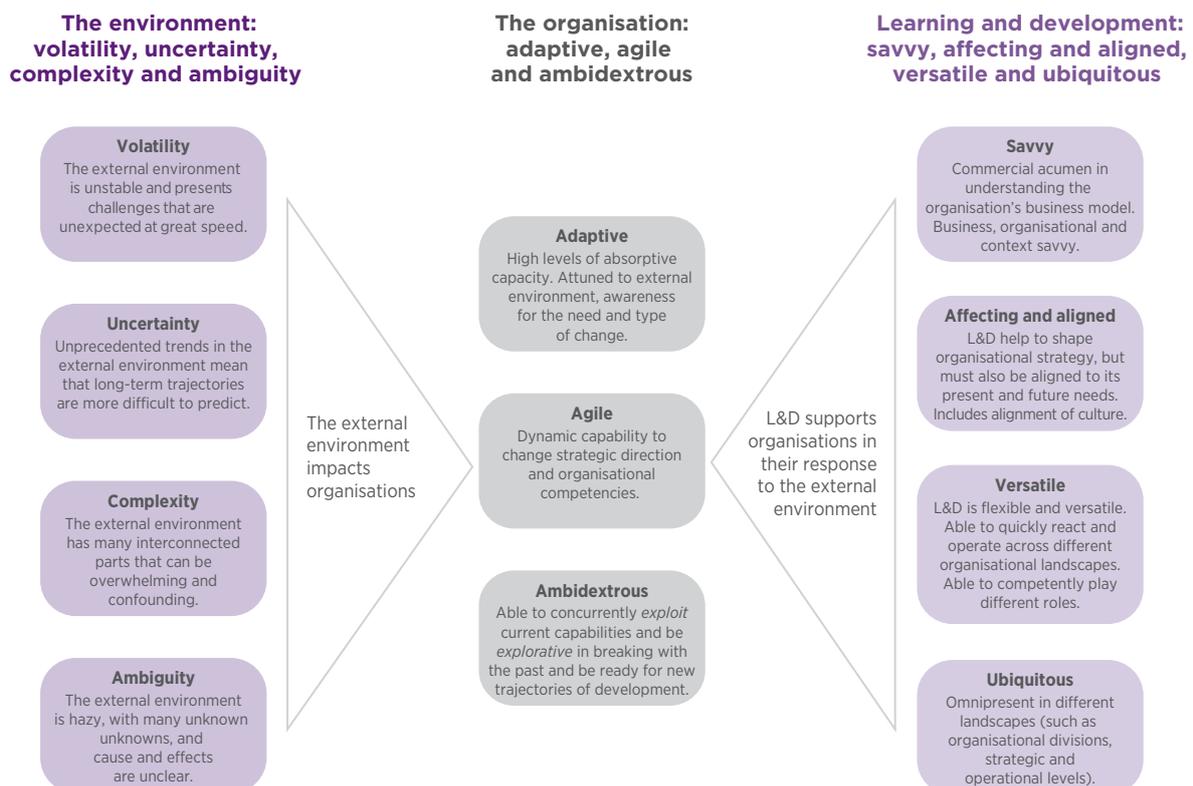
In a fast-paced, ever-changing work environment we, as an L&D profession, need to be constantly expanding and evolving our knowledge and skill base in order to build organisational and individual performance. And yet so often, we deprioritise our own development, as we spend our time focusing on others, rather than ourselves. This report is for L&D practitioners who wish to end this cycle. It’s for those who want to take stock, reflect and crucially consider what they can do to drive change and play an active role in today’s businesses. Here we explore the extent to which L&D roles are changing, and identify how organisations are building L&D capability.

The aim is that this report provides inspiration for you to take action and equip your L&D team for a future of change.

Background to the research

This report forms the second part of a CIPD programme of research exploring changing L&D roles and capabilities. Part 1, *L&D: New challenges, new approaches* was published in December (Loon and Stuart 2014) and explores how changes in the external context are influencing the L&D profession. Figure 1 outlines the model developed through this research. We argue that in order to thrive in a volatile, uncertain, complex and ambiguous (VUCA) context, organisations need to be

Figure 1: A kaleidoscope of change



adaptive, agile and ambidextrous. To enable this state, L&D must be savvy, affecting and aligned to the business, versatile and ubiquitous. Here, we expand on this research to consider practically what this means for L&D professionals, focusing on the learning and development portion of the model.

We have partnered on this research with Towards Maturity, a research benchmarking company with vast experience in understanding how L&D drives organisational value. *Modernising Learning: Delivering results* (Towards Maturity 2014) is the eighth study in an 11-year longitudinal research series looking at the effective implementation of learning innovation.

This 2014 Benchmark features the views of 600 L&D professionals across 29 industries in 45 countries (for more information see Appendix 7). Since 2003, the study has focused on the business and individual impact of learning. The 2014 study found that L&D professionals are more ambitious than ever, with nine out of ten looking to improve performance, productivity and sharing of good practice. But many are struggling to achieve the benefits they seek. This

is perhaps unsurprising given that a high proportion are not actively investing in building L&D capability.

Through the study, a Towards Maturity Index™ has been developed which provides organisations with a single, unique measure of the implementation of their technology-enabled learning strategy, which they can use to benchmark against their peers. Organisations in the top-performing learning companies (those scoring in the top 25% of the Towards Maturity Index™) have consistently reported more learning benefits than others. For the first time in 2014, the outputs and behaviours of the top 10% (the ‘top deck’) were also analysed.

The research will also help to inform the CIPD’s Profession for the Future programme. We are exploring how change in the wider world of work is impacting the future needs of the HR and L&D profession, and how together we can champion better work and working lives.

Share your views at pff@cipd.co.uk

‘..in order to thrive in a volatile, uncertain, complex and ambiguous (VUCA) context, organisations need to be adaptive, agile and ambidextrous.’

Benefits reported by the ‘top deck’ L&D organisations

‘Top deck’ organisations are those who score in the top 10% of the Towards Maturity Index.

The impact of innovative learning approaches in their organisations is head and shoulders above their peers, and translates to significant increases in bottom-line results. For example, they report:

- revenue increases of 21% (compared with 10% improvements on average)
- 21% improvement on staff engagement (compared with 17% improvement on average)
- 14% reduction in attrition rates (compared with 9% on average).

In addition:

- 72% of top deck organisations report that they are improving productivity through learning (compared with 28% on average)
- 65% report that they are improving the application of learning at work (compared with 21% on average)
- 62% are more equipped to respond faster to changing business conditions (compared with 24% on average).

Research methodology

Throughout this report we refer and expand on the results of the Towards Maturity benchmark research and take a closer look at the behaviours of the top deck organisations. We also draw on qualitative case study research conducted between January and February 2015 with six organisations (Table 1). Interviews were held with senior L&D and OD professionals. In the University Hospital Southampton NHS Foundation Trust, a focus group was also held with members of the HR and L&D team.

Further analysis was conducted on the Towards Maturity benchmark data to explore L&D structures, roles, skills and behaviours. We have also drawn on the findings of the CIPD's 2014 *Learning and Development* survey (CIPD 2014).

Report overview

To support your journey in becoming a top-performing learning organisation, this report specifically considers:

- where today's L&D teams fit within the business and how they are resourced
- how L&D roles and responsibilities are evolving
- how are we building L&D skills and capabilities
- driving continual change in L&D practice.

The appendices contain full case studies for each of the six organisations featured in the report and further background information on the Towards Maturity benchmark.

Table 1: Case study organisations

Organisation	Who they are	What have they done
Barnardo's	Barnardo's is the UK's largest children's charity. Their services help the abused, the most vulnerable, the forgotten and the neglected children across the UK. The charity employs over 8,000 people and 14,000 volunteers who are committed to working to transform the lives of vulnerable children and young people.	The IT L&D team have developed an adaptable way of working which means they can respond quickly to business needs while continually keeping their own skills up to date. Their focus has shifted from learning delivery to increased use of learning technologies and embedded performance support.
Mattel	Mattel is a global kids' company, founded in 1945 with headquarters in California. The organisation employs 30,000 people across 40 countries worldwide, and sells toys in more than 150 countries. Mattel aims to achieve its vision, 'creating the future of play', through the development of kids' brands such as Barbie, HotWheels, Fisher Price, Monster High, Thomas and MEGA.	Mattel has created regional centres of excellence for organisation development designed to build OD and L&D capability, facilitate connections and drive change across the international business. The team are focusing on outcomes and impact, not inputs, and are celebrating success as they go.
McDonald's	McDonald's is a leading global food service retailer, with more than 36,000 local restaurants serving approximately 69 million people, in more than 100 countries each day. In the UK McDonald's has over 1,250 restaurants, serving more than 3.5 million customers every day.	McDonald's UK have introduced a new development programme designed to build performance consulting skills across the business. This is complemented by an L&D skills framework which focuses on the need to build relationships and work strategically.
Ministry of Defence (Defence College of Technical Training (DCTT))	Defence College of Technical Training (DCTT) comprises four schools. It provides new recruits with technical training needed for an engineering career across multiple disciplines including maritime, mechanical, aeronautical communication and information systems. The colleges support over 40,000 military students per year with an age range of roughly 18–32 in these highly technical subjects.	The school formed an innovation cell to consider how to transform learning. The team recommended a new blended approach and a fundamental change programme. They used independent evidence to engage the wider team in the changes.

Continued

Table 1: Case study organisations (continued)

Organisation	Who they are	What have they done
PwC	PwC LLP is a network of firms in 157 countries, providing professional services to clients through four lines of service: tax, assurance, consulting, and deals. The organisation employs over 195,000 people across 758 locations. In 2014 PwC reported global gross revenues of \$34 billion.	PwC have created a digital learning academy for L&D professionals. The academy builds blended learning skills, alongside how to consult, build relationships and have challenging conversations. The L&D team also have a dedicated research arm, so they can continually scan the horizon for new developments.
University Hospital Southampton NHS Foundation Trust	University Hospital Southampton NHS Foundation Trust provides services to 1.9 million people living in Southampton and south Hampshire, and specialist services to more than 3.7 million people in the surrounding areas. The trust is a major centre for teaching and research in association with the University of Southampton and employs 10,550 people.	The trust has an established T&D structure which facilitates clear connections to organisational needs, so investment can be directed where it's needed most. The team are also embracing how they can maximise the use of technology and new T&D approaches to facilitate learning in a challenging context.

1 L&D alignment and resources

‘Achieving alignment starts with a clear understanding of the organisational context and L&D’s role and purpose.’

Part 1 of our research demonstrated that organisations, and in turn L&D, are being influenced by three key drivers of change:

- 1 economic developments:** such as globalisation, austerity and the rise of BRICS nations
- 2 technological growth:** significant increase in the tools available along with cross-discipline technologies which make it harder to predict the next development
- 3 social and cultural change:** population increases, demographic change and new ways of organising work are all influencing our society.

These drivers of change are working together to create a VUCA environment in which agility is key. Many organisations have started to re-evaluate the purpose of L&D in this changing context, to consider how they really add value, and how best to organise the function to respond to business needs.

In this first section we build on Part 1 of the research and explore the extent to which L&D is focused on business alignment, and the available resources to meet business needs.

Alignment to business needs

In recognition of the fast pace of organisational change, increasingly L&D teams have been focusing on how best to respond to business and learner needs and achieve greater alignment (CIPD 2014). Yet only 56% of L&D professionals on average agree that their activity is aligned (Towards Maturity 2014). In contrast, 100% of top deck learning teams agree that their L&D team activity is fully aligned with the strategic goals of the organisation. What’s more, nine out of ten report that projects are resourced accordingly.

Achieving alignment starts with a clear understanding of the organisational context and L&D’s role and purpose. Two of our case study organisations (University Hospital Southampton NHS Trust and the MOD) have actively focused on achieving business and customer alignment, starting with a full appreciation of the purpose of L&D.

A clear purpose: University Hospital Southampton NHS Trust

The trust has experienced a number of challenges in recent years, from expanding services, financial pressures and changing patient expectations. In this context the L&D and HR team have developed a crystal-clear purpose:

‘We’re here to make sure that we’ve got the right staff, doing the right thing, in the right place at the right time, with the right skills so that they can deliver excellent patient care.’ **NHS focus group participant**

This means that the team can prioritise investment decisions, and link what they do to a wider societal purpose. Find out more on page 24.

Responding to customer needs: Defence College of Technical Training (MOD)

Garry Hearn, Programme Manager – Training Business Change, realised that the college needed to make changes to really respond to customer needs:

'It was clear that the college was inwardly focused rather than concentrating on the needs of our customers. Pass rates were poor and we were missing something in truly engaging our students. We needed a more forward-looking programme that met the needs of our customers.'

Garry subsequently set up an innovation cell to explore how to transform learning in the college. The aim was to meet the needs of the two key customer groups: students and their front-line command. The innovation cell subsequently recommended substantial changes to L&D approaches and methodologies. Find out more on page 36.

Resources

Alongside prompting greater focus on alignment to business needs, external changes (in particular the economic downturn) have also impacted on L&D resources.

Towards Maturity benchmark data show a mixed picture of resources. While many organisations have increased training budgets in the last two years (32%), a similar number have decreased them (29%) (Figure 2). Looking ahead,

organisations in the private and not-for-profit sector anticipate more growth, than decline, in budgets. However, 45% of public sector organisations think that training budgets will decrease in the next two years.

Figure 2: Changing budgets (Towards Maturity benchmark) (% in agreement)

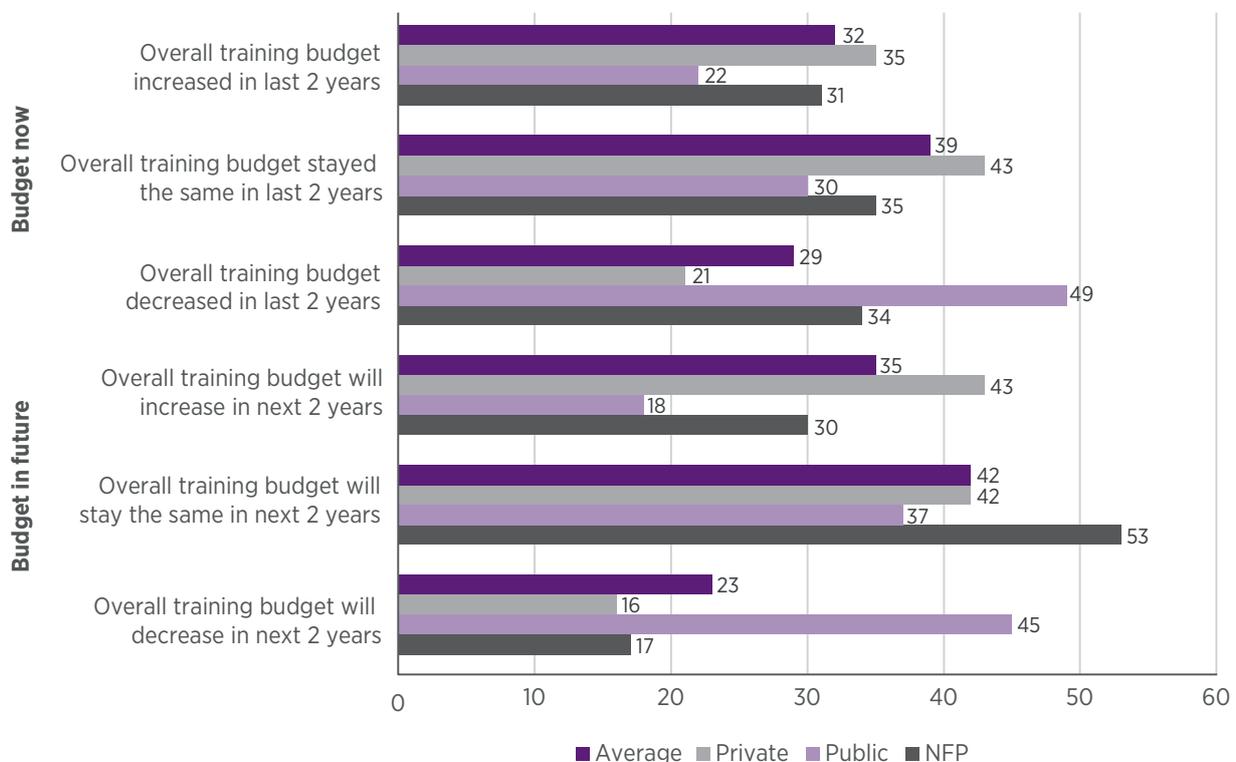
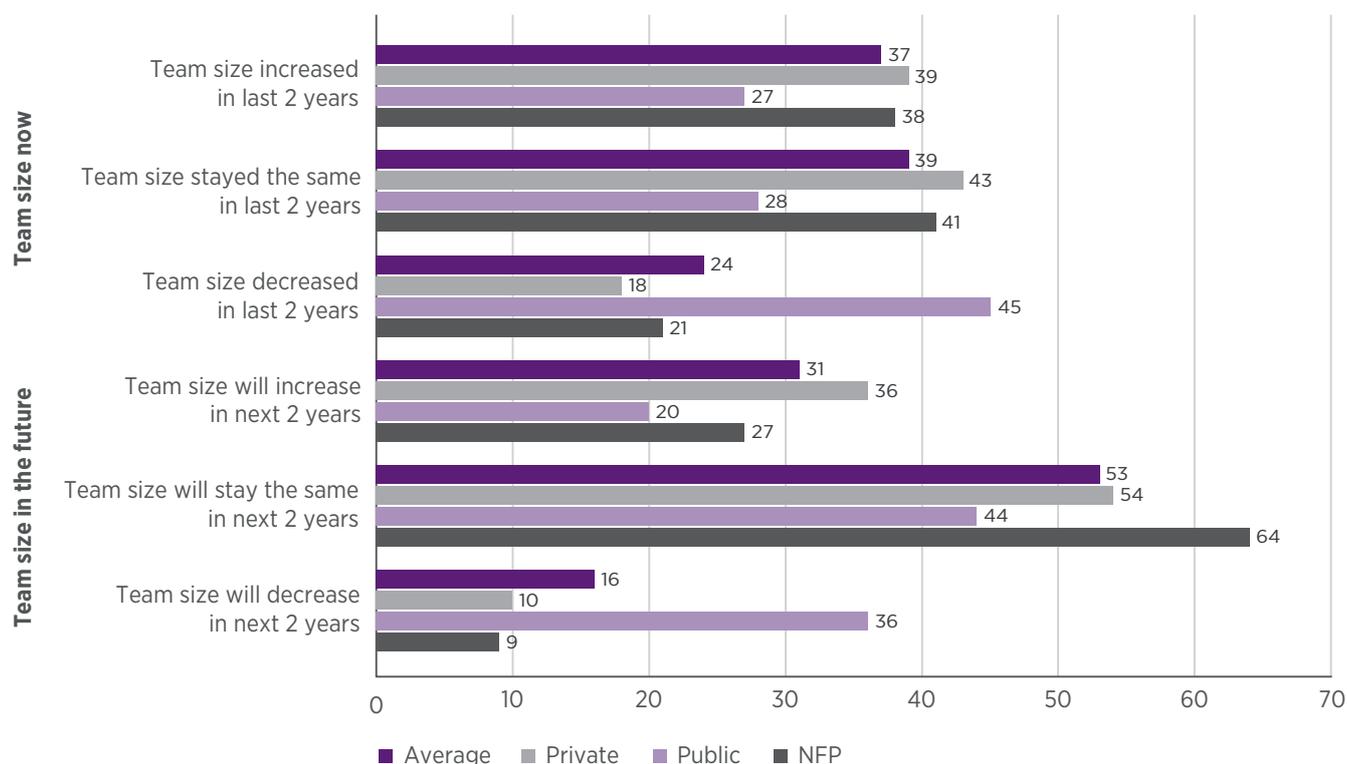


Figure 3: Changing team size (Towards Maturity benchmark) (% in agreement)



Average L&D team size ranges from five in the not-for-profit sector to 23 in the private sector and 36 in the public sector. On average, each L&D staff member supports 296 people. Similar to training budgets, private sector and not-for-profit organisations present a more positive outlook than those in the public sector (Figure 3).

Team sizes and budgets are not significantly different for top deck

organisations (those in the top 10% of the Towards Maturity benchmark) – in some cases they are achieving significant results with very few resources. What is clear is that they use their available resources in different ways, for example top deck organisations allocate 35% of their available L&D budget to technology tools to support learning (compared with 19% on average). What we can conclude is that core resources such as people and budget don't need to

restrict L&D alignment and impact; it is how we use what we have available that counts.

Driving innovation through structural change

Our case study research suggests that declining budgets might actually be an opportunity for change. For example, budgetary challenges at Barnardo's prompted greater innovation and closer business alignment.

Enabling change: Barnardo's

The IT L&D team at Barnardo's realised that they needed to work differently, following budget cuts and reduction in headcount. They started exploring how they could use technology, rather than being constantly on the road delivering training. This started with basic e-learning and has now expanded to the use of embedded performance support. Throughout their journey they've maintained a strong connection with the business, so they can respond quickly to business needs:

'We have adapted our own way that works for us, and that is quite flexible and ad hoc. It's about meeting the needs at the time that the needs are there, rather than spending three months building a programme to be delivered.' **Lisa Johnson, Assistant Director, Information Services, Learning and Communications**

Find out more on page 24.

A new regional structure: Mattel

Mattel operates across 40 countries, and has a challenge of leveraging scale across the globe, while responding to local needs. In 2010 Mattel introduced an international centre of excellence for organisation development (with a remit covering learning and development, talent and organisational design). This involved introducing new regional OD managers, designed to work with the country generalist teams to build capability, facilitate connections and drive change. Gaining commitment to the new structure and roles was essential:

'The two most important things in structuring the team were being really clear on the scope of the roles, and getting proactive buy-in. Not only from the leaders, the general managers and the functional leads, but also from the existing generalists. Supportive and collaborative relationships with the HR directors have been a crucial enabler.' **Simon Watt, Director of Organisational Development**

Find out more on page 28.

Other organisations that have been able to expand L&D, such as Mattel, have done so in a way which makes smart use of resources and facilitates growth of overall L&D capability and impact.

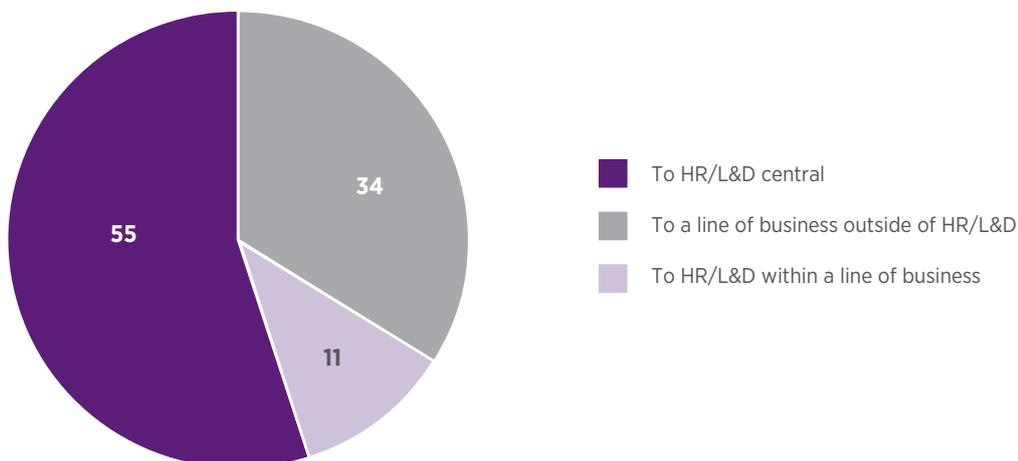
Reporting to central HR versus the line of business

In reviewing how best to meet the needs of the business, and structure L&D to utilise resources most effectively, the question of reporting lines is often raised. Should L&D report through to the line of business or to a central HR function?

Our recent *HR Outlook* research (CIPD 2015) found that seven out of ten HR professionals (70%) report that L&D is considered part of the HR function, either as a specialist function/role (39%) or as part of generalist HR activities (31%).

The Towards Maturity benchmark data delves further into the detail of reporting lines. Figure 4 shows similar results, with the majority of L&D teams reporting through to a central HR or L&D team. The picture is comparable for top deck organisations, but slightly fewer report to central HR (47%) and slightly more report to the line of business outside of L&D (47%).

Figure 4: L&D reporting line (Towards Maturity benchmark) (% in agreement)



'...it doesn't matter where you sit, alignment is king.'

The benchmarking data finds that L&D teams reporting to the line of business were half as likely to have seen team size decreases in the last two years, and half as likely to predict them in future. This perhaps illustrates that the closer the working relationship between L&D teams and business colleagues, the higher the perceived value of the role.

We also explored this topic with our case study organisations. The answer was unanimous: it doesn't matter where you sit, alignment is king (to the business, learners and HR).

'To me, it doesn't matter where you sit. If you're a small company and you're an L&D function, you

need to be in with the board and you need to be able to understand what the priorities are. If you're a massive company like ours, you still need that absolute business linkage because the role of L&D is to solve business problems with the business, whether they're performance, whether they're skill-building or whatever. It's about solving business problems and being a business partner. I think if you're just in an ivory tower, then, you're not going to be relevant any time soon. I don't so much think it matters where you are. It's where you are linked to.'

Sarah Lindsell, Director, Global & UK Learning Technology & Transformation – PwC

Key actions for L&D practitioners

Change in the external environment will continue to influence L&D resources. What matters is not the size of your team or reporting line, but your ability to align learning to business needs so you are maximising investment from the resources you have. From there you can think innovatively about how you structure and organise L&D activity and maintain connections across the organisation. The following actions will help you on your journey:

- Evaluate how aligned you are to business and learner needs. Are there any areas of disconnect? How can these be addressed?
- Build your networks within the business. Strong relationships are the key to understanding business needs.
- Pressure on budgets? Think about how this might be an opportunity for you to innovate or get buy-in to do things differently.
- Move fast and early – look for quick wins and communicate successes.

2 Evolution of roles and responsibilities

In order to best utilise resources you need to be clear on where to direct your focus. Many organisations are starting to shift the direction of L&D roles and responsibilities in recognition of changes in the external environment.

Part 1 of our research identified that to thrive in the VUCA world, organisations must be agile and adaptive to change and ambidextrous in how they exploit both short- and long-term opportunities. To enable this, L&D roles must be:

- business and context savvy
- affecting and aligned to the needs of the business
- versatile and adaptive
- ubiquitous throughout the organisation.

In this section we explore how this changing context and new requirements (in particular the need for versatility) are translating to L&D roles and responsibilities. We explore the key areas where change or growth is expected, with examples of what this means in practice.

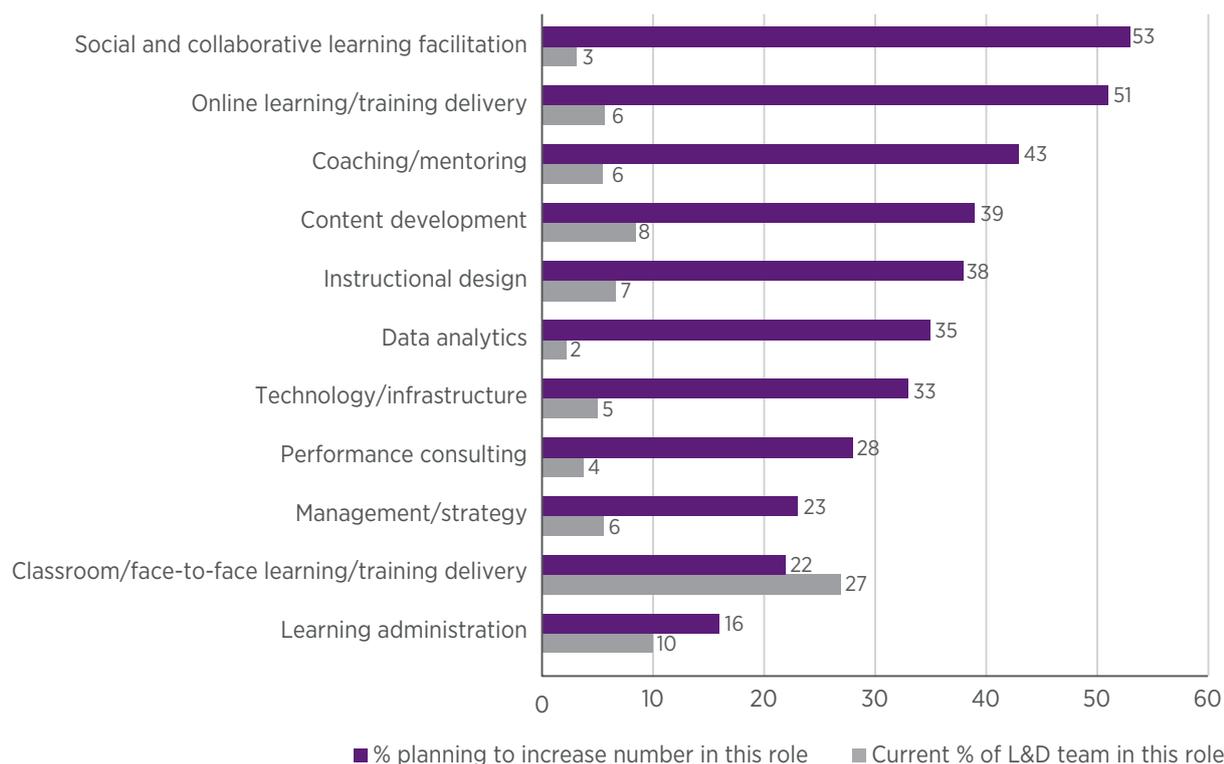
Role focus

The Towards Maturity benchmark explores the current role focus of L&D professionals, and how this will change over time (Figure 5). The data shows that during the next two years L&D professionals anticipate greater emphasis on:

- social and collaborative learning facilitation
- online learning/delivery

‘...just 53% of L&D professionals agree that the “course” is only one of many options for building skills and performance.’

Figure 5: L&D role focus (Towards Maturity benchmark) (% in agreement)



- coaching/mentoring
- content development
- instructional design.

Many of these developments reflect key drivers of change, particularly technological growth. But interestingly, these changes are not on the radar of all L&D professionals. The Towards Maturity benchmarking data shows that just 53% of L&D professionals agree that the ‘course’ is only one of many options for building skills and performance. So that’s almost half who are still relying only on ‘the course’. This challenge is also illustrated by the fact that over 50% are not planning any changes at all when it comes to role focus on instructional design, content development, technology, performance consulting and data

analytics. Just under one in five L&D departments are planning to decrease focus on classroom delivery (18%) and learning administration (17%). Given the level of change in the external environment, we do need to question whether more movement is needed.

The top deck organisations are one step further along this journey. They are already reducing the role focus of their team from classroom training and learning administration and are over 50% more likely to be focusing roles on coaching and mentoring, technology and infrastructure and online delivery.

Role versatility and agility

While organisations are clearly at different stages of L&D evolution,

what is apparent is the diverse nature of L&D roles, a trend which is set to continue in future. With growth anticipated across a range of very different areas (from coaching to data analytics), in future L&D roles will be even more multifaceted, necessitating a blend of skills and capabilities. In this context L&D versatility, as highlighted in Part 1 of our research, will be more important than ever.

Both PwC and Barnardo’s have evolved L&D roles to encourage greater versatility and enable organisational agility.

From learning delivery to performance consultancy

While performance consulting was not among the top five anticipated

Agile thinking: PwC

The L&D team at PwC work to a 70:20:10 model and are committed to the concept of learning at the point of need. They are focusing on how to build blended curriculums and experiences, in an agile way. This means that L&D roles are focused on how to deploy learning assets (such as e-learning, videos and resources) in the right way, at the right time to meet business needs, as Sarah Lindsell, Director of Global and UK Learning Technology and Transformation, explains:

‘We’re looking at not building these massive, great tanker ships, but building little assets, mini-ships, that we can deploy really quickly and that you can put together in a different format.’

The success of this model depends on L&D being part of the conversation at an early stage:

‘If you’re at the table early in those discussions, you can think about it differently. You can think about what is built into the job, what levels of coaching are needed, and what levels of support need to be there. ... That comes from having close relationships with the business as well as being trusted business advisers, because you get invited in earlier to the conversation.’

Find out more on page 39.

Time for change: Barnardo’s

A shift in learning methods and organisational expectations has caused Lisa Johnson to re-evaluate the focus of L&D roles in Barnardo’s:

‘Are we here to curate content? Are we here to develop content? Are we here to train people? What I’m finding today is that we’re jack of lots of different trades. It’s not as simple as being a trainer anymore. ... I could write down nine or ten different hats we’re wearing to be able to do what we need to do to deliver performance.’

The team therefore play different roles, at different times, depending on the business need. In this context continual evolution is essential:

‘Even though we’ve changed a lot, we need to change again. We’re a bit like chameleons. We’ve got to adapt to the organisation’s needs.’

Find out more on page 24.

increases in role focus, there are signs that this is a key area of change. Forty-six per cent of L&D professionals agree with the statement 'our L&D role is shifting from that of learning delivery to consultancy'. This increases to 70% of top deck organisations.

Performance consultancy involves partnering with the business to help identify opportunities to enhance performance, understand the root cause of the issue and recommend the right solutions

to meet the business need. These solutions may still exist in the form of training delivery, but they may also involve curation of online resources, coaching or facilitation of communities of practice within the organisation. Equally, recommendations may not involve any learning intervention and instead focus on change in business processes. In all cases, the role of the L&D professional shifts away from deliverer of training to a versatile expert, able to build relationships and networks

and draw on a wide variety of capabilities and resources to drive sustainable performance. Interestingly, this model, with the implied increased focus on business and commercial understanding, also reflects a transition many HR practitioners are undergoing (CIPD 2015).

A number of our case organisations describe the move away from learning delivery to performance consultancy as a primary change in L&D roles, in particular McDonald's.

Evolving L&D roles: McDonald's

McDonald's UK is now a 70% franchised organisation, meaning that business consultancy is a core capability, as the corporate team help the franchise businesses to develop and grow.

This ethos translates to L&D roles, as the organisation is exploring how to evolve L&D roles to best support the business. This requires an evolution in the approach to L&D roles within the business as Mark Reilly, Head of Corporate Training, explains:

'The change that we're going through is how do we move our people from being just deliverers of training to being performance consultants who are able to help their customers understand what is the performance gap, or what is the opportunity? Then focusing on the right interventions to drive improvement and results.'

The L&D team are well placed to make this change. They have all come from the operations side of the business. They fully understand the challenges the business faces and can work collaboratively to recommend the right solutions.

Find out more on page 31.

Key actions for L&D practitioners

L&D roles are becoming more diverse in response to a complex external environment. This represents a challenge for how to best focus roles. Do you build 'performance consultants' able to diagnose, develop and curate? Or do you need experts who are focused entirely on data analytics, coaching or online learning? The following action points can help you to determine your requirements and understand what might need to change:

- Identify what internal and external factors are influencing L&D roles in your organisation. What's really driving change?
- Explore the mix of your L&D resource. Are you focused on the right areas and have you got the balance right, both for now and the future?
- If your L&D roles are currently focused on training delivery, determine whether transitioning to a consulting model would help drive organisational performance.
- Are you equipped to facilitate the sharing of good practice? Often the best expertise will already exist in the business, but needs to be identified and shared more widely.

3 Building skills and capabilities

‘As top deck organisations report enhanced productivity and increased transfer of learning, having the right skills in place clearly contributes to organisational performance.’

In a rapidly changing external environment, where you need to stay aligned to business needs and maximise resources while playing multiple roles, developing your own capability is critical. But arguably as a profession we don’t spend enough time developing our own skills (the cobbler’s shoes analogy comes to mind). In this section we explore where the greatest skill gaps are, and how organisations are building new capabilities to support changing L&D roles and structures.

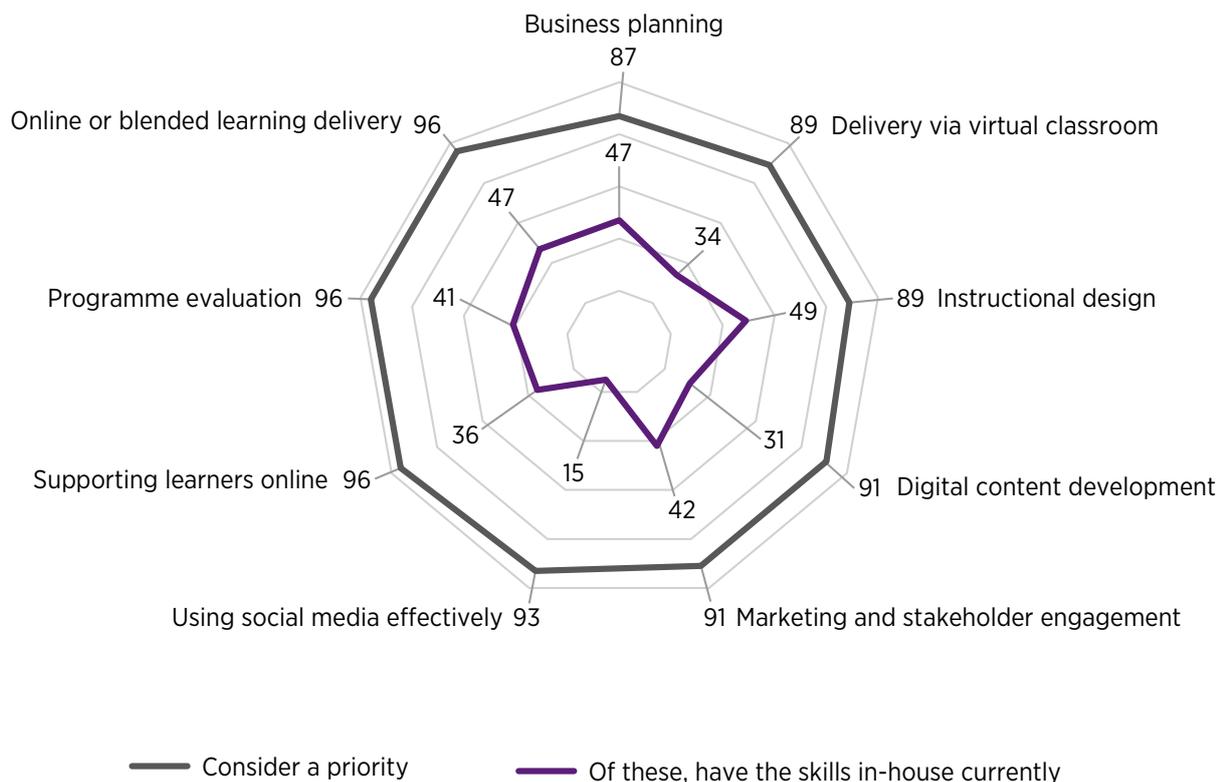
Where are our skills gaps?

The Towards Maturity benchmark explores the skills L&D professionals

consider to be a priority for the future, and which skills they currently have in-house (Figure 6). The data highlight a range of skill gaps, particularly in enabling social and online learning.

In contrast, top deck organisations not only consider these skills a priority, but have already started to build them within their teams. Across the board they are over 60% more likely to have all of these skills already in place, with the exception of instructional design (40% more likely) and social media skills (over three times more likely).

Figure 6: Skills L&D professionals consider a priority (Towards Maturity Benchmark) (%)



As top deck organisations report enhanced productivity and increased transfer of learning, having the right skills in place clearly contributes to organisational performance.

Are we really business savvy?

The 2014 CIPD *Learning and Development* survey found that business and commercial awareness is perceived to be the number one factor contributing to the success of an L&D professional (CIPD 2014). This reflects the findings of Part 1 of our research – that L&D must be business and context savvy.

The importance of commercial understanding and influence is confirmed by the Towards Maturity benchmark findings (Figure 6), with 91% and 87% considering stakeholder engagement and business planning a priority, respectively.

However, less than half of L&D professionals think they currently have these skills in-house. We might know that understanding and influencing the business is important, but it seems that we haven't yet fully built the capability to do this.

Mind the (technology) gap

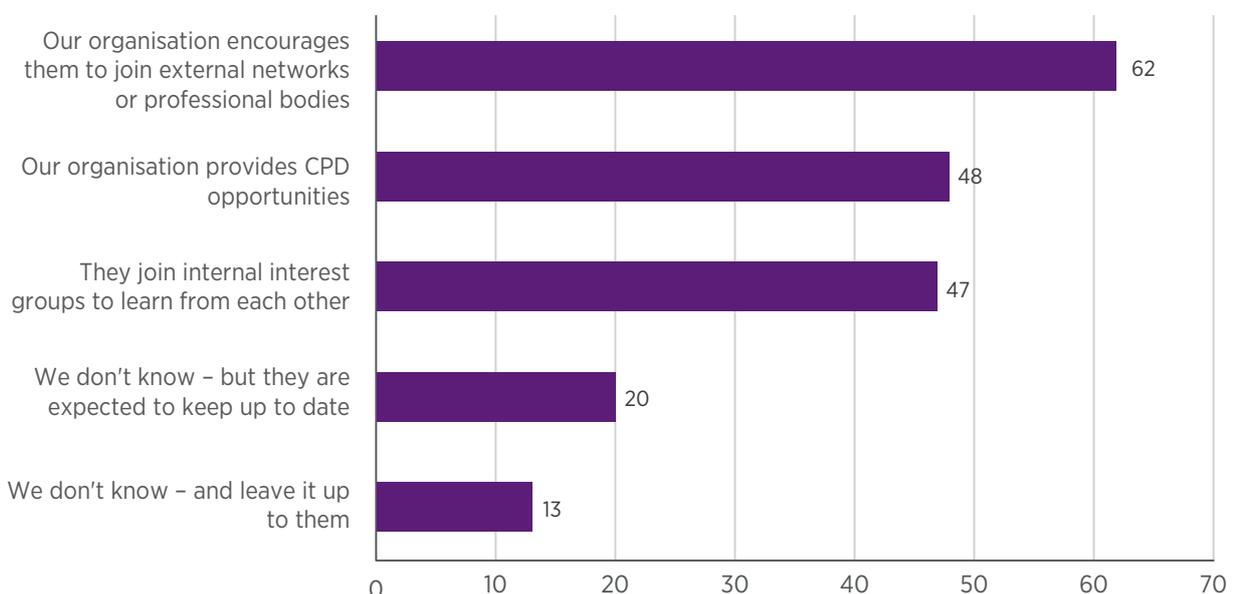
We can also see from Figure 6 that we don't yet have the technological capability we need for the future. Addressing this challenge matters, not least because Part 1 of our research identified technological growth as a key driver of change in organisations. It also matters because we are not yet maximising our investment in technology. In the past five years the use of technology within L&D has grown by 200% and yet the results expected have not been realised (Towards Maturity 2014). This is not surprising given the significant skill gaps:

- 86% are using live online learning tools (for example, webinars or virtual classrooms) yet only 34% agree that they have the skills to deliver online
- 76% are developing online content in-house but only 31% have the skills.

Perhaps Figure 7 helps explain why. Thirty-three per cent say that they don't know how L&D professionals develop the skills to use learning technologies in their organisation.

'We might know that understanding and influencing the business is important, but it seems that we haven't yet fully built the capability to do this.'

Figure 7: How do your L&D professionals develop their own skills in the use of learning technologies? (Towards Maturity Benchmark) (% in agreement)



The impact of CPD on delivering technology-enabled learning

The Towards Maturity benchmark data shows that those providing CPD for L&D professionals (compared with those who are not) are twice as likely to:

- agree that they have been able to speed up and improve the application of learning in the workplace
- report that they have improved staff motivation
- agree that learners put what they learn into practice quickly
- agree that learners recommend e-learning to colleagues to improve job performance
- report positive changes in staff behaviour.

Over 50% are more likely to agree that through their learning interventions, they have:

- increased ability to adapt programmes to individual need/context
- supported organisational change more effectively
- provided a faster response to changing business conditions
- improved employee engagement with learning
- delivered greater value for money.

Organisations providing technology CPD opportunities are more likely to agree that they have the skills:

- to support learners online
- for online or blended learning delivery
- to deliver via virtual classrooms
- to develop digital content.

There are also a range of additional benefits that CPD provides (see 'The impact of CPD on delivering technology-enabled learning').

Building L&D capability in practice

To drive organisational performance, L&D needs to address both the business savvy and technological

capability gaps identified, along with skills that enable robust diagnosis and the development or curation of the right solutions. This may also involve building knowledge of emerging disciplines, such as how insights from neuroscience might be applied to L&D practice (Stuart 2014).

Our case study organisations illustrate how they are actively prioritising building capability across five key areas:

- 1 business and commercial understanding
- 2 digital-savvy skills
- 3 performance consulting
- 4 content curation
- 5 analytical capability.

Methods range from formal development programmes to learning from team role models, external networks and events. In many cases investment in development is based on a recognition that in order to impact the business, they needed to first invest in themselves.

McDonald's are specifically focusing on building performance consulting skills, while the University Hospital Southampton NHS Trust are building technological capability. PwC are doing both through a digital learning academy.

Building performance consulting skills: McDonald's

To support the shift from training delivery to performance consulting, McDonald's UK have introduced a new development programme designed to improve consulting capability throughout the organisation. The programme is focused on building relationships and increasing influence, and teaches how to use insights and data to inform decision-making:

'For L&D to really understand and be aligned to the business, they need to be able to build relationships, help the business identify the key areas that they need to work on, and they need to influence the business to implement the right solutions and the necessary changes.' **Mark Reilly**

Programme cohorts are mixed, so L&D professionals attend along with other consultants, helping to ground development in business realities. The programme employs a variety of methods, including workshops and coaching.

Find out more on page 31.

Embracing technology: University Hospital Southampton NHS Trust

In recent years the trust has introduced greater technological capability, and in turn has seen learner expectations rise. While the trust's IT infrastructure is still quite restricted, the team are keen to make the most of what they do have and expand their own skills.

'It is about trying to upskill ourselves, and have the confidence to use new technology and understand the opportunity it provides. ... It's how we make the next leap, for those of us who have been in learning and development a long time.' **Anita Esser, Head of Wider Healthcare Teams Education**

The T&D team are using a range of informal learning methods to develop their digital skills, such as learning from experts in the team, mentoring and lunchtime learning sessions. They also have a core objective to make better use of social media, which is driving focus. While the team are still on a journey, they know they need to invest in their own skills to truly leverage learning technology.

Find out more on page 44.

Digital Learning Academy: PwC

PwC have introduced a Digital Learning Academy designed to build new capabilities throughout their L&E (learning and education) team. Sarah Lindsell explains how the academy came about:

'The driver behind initiating the whole academy was the fact that we didn't have the skills that we needed. If we were going to transform the way that we were going to deliver learning and education, if we were going to transform anything, it couldn't be done by a team of ten people sitting globally. It's got to be done from the grassroots up.'

The academy consists of two blended learning curriculums. The first covers the key technologies and tools that can be used to drive L&D. The second explores how to have challenging conversations and gain influence with business leaders.

Business impact has been clear, with the L&D team growing in confidence, and business leaders reporting more effective conversations.

Find out more on page 39.

Key actions for L&D practitioners

There are substantial skills gaps we need to address if we are to maximise the resources we have and play the multiple roles identified in Section 2. We can only meet business needs if we have the skills to operate in a savvy and aligned way, and that requires investment in ourselves as L&D professionals. The following actions can help you to address your L&D function's own capability needs.

- Evaluate your L&D team's current skill base: which are the priority skills and where are your gaps?
- Focus on building the skills you need to be future-ready. Identify where experts can help share their knowledge and where you need external support.
- Make continuous professional development an everyday reality and role-model change from within. How will you ensure there is as much focus on L&D for L&D as in other parts of the organisation?

4 Driving change

‘...an appreciation of future developments can help to set smaller, more immediate changes in context.’

Top deck learning teams are twice as likely to agree that their role is to help people make sense of change. Equally it’s clear that the only constant is change and as a profession we also need to evaluate the impact of wider changes for ourselves, and continue to evolve. This final section looks ahead to the future and explores how we can use an evidence-based approach to adapt, to make good choices and to minimise risk.

Looking ahead

Many of the key trends affecting L&D today are here to stay. Technological growth, globalisation and an uncertain economic outlook are all part of the VUCA world in which we operate. But what’s likely to affect L&D in future?

Part 1 of our research identifies a range of long-term trends in the external environment, such as:

- greater focus on sustainability driving economic decisions, and in turn organisational expectations
- the impact of advanced robotics on automation of roles, which may change skill requirements
- the growth of global entrepreneurialism and increased rejection of traditional organisational models.

The full impact of these trends may be some way off, but an appreciation of future developments can help to set smaller, more immediate changes in context .

The Towards Maturity benchmark explores what L&D professionals think will have the most influence on the future of L&D in the next two years (Figure 8). Key areas include budgets, blended learning, business impact, informal learning and mobile learning. These topics

Figure 8: Key areas influencing L&D in the next two years (Towards Maturity benchmark)



Anticipating change: PwC

Part of the PwC Global & UK Learning Technology & Transformation team's remit is to research and evaluate emerging L&D trends and technologies:

'One of our functions is to look at things and then analyse them to decide whether or not it's right for PwC at this particular time. It's not so much just the transformation from the technology standpoint. It's also the transformation from the learning strategy standpoint; so, "What different educational methods are we using?" and "When we're talking about creating a blended learning solution, what do we do with that? How do we push it?'" **Sarah Lindsell**

The team use a four-box model to evaluate and categorise various developments. This model can then be used to engage stakeholders and explain PwC's stance.

Find out more on page 39.

match the findings from our case study organisations, with the addition of personalised learning and the importance of big data.

Many of the organisations we spoke to actively scan the horizon for both long-term and short-term developments, and use evidence to understand the potential impact on their organisation, and L&D. In particular, the PwC L&D team take an active role in anticipating and evaluating the impact of key trends.

Using evidence to drive change

Understanding these key drivers of change, and how they may influence L&D, is a different type of skill and requires increased use of evidence and analytical

capability. These skills can also be used to engage other parts of the organisation or sceptical colleagues. For example, the MOD has used evidence to build engagement in L&D change and Mattel is focusing on demonstrating business impact through L&D.

However, we know that many organisations are struggling to use data effectively. The CIPD 2014 *Learning and Development* survey found that while L&D professionals are increasingly measuring business impact, 60% report that they have difficulties in measuring the effectiveness of L&D activity and a quarter rarely use the data they collect (CIPD 2014).

Towards Maturity benchmarking data also identifies gaps in the use

of evidence, data and analytical thinking in L&D practice (Table 2). For example, just one in five agree that they use analytics to improve L&D service. Once again, top deck organisations are bucking the trend. They are two to three times more likely to be doing all of the activities identified in Table 2 (with the exception of pilots – 60% more likely).

It's clear that as an L&D profession we need to increase our own skills and capability. Because if we are to truly navigate external and internal drivers of change to maximise business impact, we need to get to grips with making evidenced-based decisions.

Table 2: How are we using evidence and data? (Towards Maturity benchmark)

	% in agreement
We complete and report on pilot projects before implementing major learning initiatives.	46
We have audited the skills of our L&D staff against those required.	25
We use learning analytics to improve the service we deliver.	21
We actively use benchmarking as a performance improvement tool.	17
We collect financial data related to programme benefits.	11

Evidenced-based change: Defence College of Technical Training (MOD)

In order to land substantial change to the L&D strategy, Garry Hearn had to ensure that the team had complete buy-in to the new approach:

'Introducing change is never easy. For us it started by presenting our existing L&D staff with clear independent evidence from both learners and experts that we needed to change. Next we moved into a programme of evidence-based teaching to build the new skillsets needed.'

Pilot activities were also used as a critical part of the change process. Instructors could see how the new approaches were working in practice, and had the opportunity to test new ideas and adjust them and then bring them into the mainstream.

Find out more on page 36.

Measuring impact: Mattel

Simon Watt has actively focused on shifting learning evaluation from inputs to outputs, to focus on business impact:

'A few years ago my unstated objective was that when I ask the business leaders what they think about organisation development, I don't want them to talk about activities such as workshops, projects or development initiatives. I want them to talk about tangible business outcomes made possible by sustainable behaviour change.'

This approach has enabled a move away from 'sheep-dipping' to bespoke development. In many cases this has meant less learning delivery and increased focus on impact where it matters.

This approach complements a wider business commitment to 'low-level prototyping': quickly finding out what works, demonstrating evidence and then applying the insight and learning.

Find out more on page 28.

Key actions for L&D practitioners

As an L&D profession we need to make the right decisions in how we utilise L&D resources, evolve roles and enhance skills. Doing so requires an appreciation of key drivers of change, what's working internally, and the analytical capability to both interpret evidence and use data as a change lever. The following actions can help you to drive evidenced-based change:

- Work out what key drivers of change will influence your organisation in the future. How will you continually scan the horizon to keep this knowledge up to date?
- Evaluate what evidence and data you currently have (both internal and external). Are you making the best use of this? Understand what's stopping you: is it capability, time, confidence?
- Think about how you can use data and evidence to make sense of change and prioritise action. What changes do you need to make to L&D resources, roles and skills, and how can you use evidence to engage others?

Conclusion

The world of work is changing at an unparalleled pace. Key drivers of change from demographic shifts to technological growth are fundamentally impacting organisations. As learning and development professionals we need to respond and adapt in order to continue to stay relevant and enable our organisations to navigate these changes.

This first means aligning L&D strategy to business and learner needs. We need to ensure that there is a clear line of sight between L&D activity and organisational performance. While there is a broad understanding of the importance of alignment among the L&D population, we know that many are struggling to achieve this in practice. We've seen from our case study research that a key step is being clear on your vision and purpose, and ensuring that L&D resources are deployed innovatively to ensure maximum impact.

Part of utilising resources effectively is about understanding how roles need to evolve. In future L&D will be increasingly multifaceted, as a result of the diverse needs of our organisations. Many have already transitioned roles and structures. Top learning organisations are moving away from training delivery as a core focus to a performance consulting model. There, the role of L&D is to diagnose problems and develop or curate the right solutions that move beyond 'the course' and equip staff for change.

To support this evolution of roles, we need to enhance skills. There are significant gaps, particularly

in our business and commercial influence and understanding, and technological ability. If we are to meet future business needs, we need to invest in our own capability today. We can build capability through a variety of CPD initiatives, drawing on both formal and informal learning methods and networks.

But L&D CPD alone is not enough. We also need to use evidence to build stakeholder buy-in in L&D transformation, with HR and L&D colleagues and business leaders. To drive change we need the analytical capability to interpret data and understand both what changes are on the horizon externally and what L&D initiatives are working in our organisation.

We've seen from our case study organisations and the 'top deck' that change is not only possible; transforming learning can also bring direct business benefits. But we also know that there are gaps. We are underinvesting in L&D capability and not always keeping up with the pace of change in how roles are constructed and resources are deployed.

Ultimately changing this picture requires action. It requires you to interpret what these trends mean for your L&D function in the context of your industry and organisational culture. Any transformation requires vision, commitment and time. The action points in this report are designed to help you take the first step.

We would love to hear how you get on. You can reach us at r.stuart@cipd.co.uk or laura@towardsmaturity.org

'We need to ensure that there is a clear line of sight between L&D activity and organisational performance.'

Appendix 1: Barnardo's case study

'By 2025 our CEO, Javed Khan, wants us to be an organisation where learning is an innate part of what we do and how we behave.'

Organisation summary

Barnardo's is the UK's largest children's charity. Their services help the abused, the most vulnerable, the forgotten and the neglected children across the UK. The charity employs over 8,000 people and 14,000 volunteers who are committed to working to transform the lives of vulnerable children and young people.

A clear vision

Barnardo's has a goal to create and embed a learning culture. As Katharine Bollon, Head of Workforce and Organisation Development, describes:

'By 2025 our CEO, Javed Khan, wants us to be an organisation where learning is an innate part of what we do and how we behave. Where we continually embrace and drive learning at all levels, in all spaces, and in all places – where every day is an opportunity for learning.'

A key component of this way of learning and working will be a *'university; a community of trusted advisers'* – but one not made from bricks and mortar. Instead it will be a virtual university that enables all individuals and teams across the organisation to continually learn, share and challenge each other to improve and innovate:

'This way of thinking strategically, leading and engaging together will fulfil the potential of not just our people but also the potential of the most vulnerable children and young people – our beneficiaries – through the delivery of our innovative services.' **Katharine**

L&D has a clear role to play in achieving this goal:

'The learning function needs to facilitate the dialogue and the design of what our people and beneficiaries need their learning culture to look like. They need to hold up the mirror of what a good learner looks and sounds like, wherever they are in the organisation.' **Katharine**

The IT L&D team

One team really driving forward with this agenda is the IT learning and development team. Led by Lisa Johnson (Assistant Director, Information Services), the team consists of four IT trainers. Collectively they have responsibility for 10,000 IT users, spread across 1,900 different sites in the UK and Northern Ireland.

Over the past 17 years Lisa has developed the team to embrace learning technology to keep up with changes in the internal and external environment. In particular, over the last five years the organisation has experienced challenges. There have been a number of changes in senior management over the years, alongside the impact of the economic downturn, which has made fundraising more challenging. The organisation has also moved to a new building, resulting in a complete re-architecture of the IT infrastructure.

Responding to business needs

In this context the IT L&D team have developed an adaptable way of working and a continual desire to learn. This began with exploring

how learning technology could be used to increase reach. Lisa started off by introducing e-learning to the organisation, based on her realisation at the time that *'there had to be ways to do this that are simpler than being on the road five nights a week'* and a recognition that the team needed to work differently in response to resource constraints.

From there, virtual classrooms were introduced, and more recently embedded performance support tools:

'Last year we started to dabble in electronic performance embedded support, so we started plugging content into the system so that people can access it in the workflow, rather than going elsewhere.'

The team monitor IT helpdesk calls and emails, meaning that they can quickly spot trends and the issues that people need support with. Alongside this, they maintain a very strong connection with the business, so that they can respond quickly to needs:

'We have adapted our own way that works for us, and that is quite flexible and ad hoc. It's about meeting the needs at the time that the needs are there, rather than spending three months building a programme to be delivered.' **Lisa**

This also reflects Katharine's wider L&D philosophy for the organisation:

'We need to help people to access and apply learning at a point of need when it is most useful and will have impact, which is either when they're at a screen, or when they're out in the field with their teams and clients.'

Shifting roles

Lisa estimates that in the last two years less than 10% of learning delivery has been classroom-based (compared with 25% a few years

ago). This shift in methods has caused Lisa to re-evaluate the team's roles and core purpose:

'Are we here to curate content? Are we here to develop content? Are we here to train people? What I'm finding today is that we're jack of lots of different trades. It's not as simple as being a trainer anymore. ... I could write down nine or ten different hats we're wearing to be able to do what we need to do to deliver performance.'

In answering these questions, one thing is clear; the need to continually evolve:

'Even though we've changed a lot, we need to change again. We're a bit like chameleons. We've got to adapt to the organisation's needs.'

Lisa

Recently the team introduced a new fundraising customer relationship management (CRM) system, which necessitated more change:

'This is another area where our roles have changed. It wasn't just about going in there as a trainer or a developer. It was about going in there as a business analyst, a partner, a trainer and colleague, and working really closely with the business to understand, intimately, what it is that they needed to do. Then, putting in place a solution that would work for them, support them and give them the skills that they need.'

The implementation of the new IT infrastructure is predicated on this approach:

'We haven't actually delivered any training at all; it was just about curating content, and pulling it together in a way that people could be signposted to the right stuff at the right time, and learn as much or as little as they need, based on their role.'

Interestingly, teams are finding that learners' perceptions are shifting too. While in the early days it was difficult to bring learners along with the use of learning technologies, this is now an expectation:

'When it came to CRM, instead of saying, "We need lots of classroom courses," what they actually asked for was lots of e-learning.'

Sue Rawson, IT Trainer

Developing new skills

The team have had great success with this approach, but there have been challenges along the way:

'The amount of change has been a challenge over the last few years, and the resourcing for that; and the rapid response that you need.' **Lisa**

What's helped throughout this time is the team's willingness to try new things and continually develop their own skills. This has ranged from attending formal training to learning on the job through each other, attending conferences and immersing themselves in new techniques and technologies.

The team have also recently introduced development days once a month, which are designed to boost creativity and innovation. Lisa is happy for the team to use this time in any way they choose *'as long as what you do brings a benefit back to the business and helps us do our jobs better'*. This might mean attending training or a webinar, conducting research or creating something new.

Sue explains why these days are an effective way of exploring new ideas and either adopting or discarding them:

'It's about trust. We know that if we go away, look at something, come back and say, "I've done a day on it, and it's not really going to work for us," then we can trust that.'

Ultimately this way of working links back to the core ethos of the team, and the belief that self-development is essential to the team's success:

'We never stop learning; we're always looking at how we can develop ourselves to have greater knowledge and understanding of what we need to do better in different ways, that will then support our staff.' **Lisa**

Getting the L&D operating model right

Alongside this continual self-development, getting the L&D operating model right across the organisation is critical, especially in relation to Barnardo's goal for a learning culture. Back in 2008, along with many other organisations in the recession, Barnardo's needed to increase efficiencies while still delivering effectively. The decision was made to move L&D management responsibility into local HR teams.

Reflecting on the current operating model and the goal to realise a learning culture, Katharine feels that central L&D adds greatest value and sustainable impact when it works in partnership with the strategy function, in order to truly meet the needs of the workforce in a timely way:

'It's almost a waste developing people just to do the job for today. You really want to develop their learning agility to create the capacity to grow the capabilities needed for the jobs for the future. The whole idea is to future-proof the organisation so that it is transforming the lives of the most vulnerable children and young adults in an even more significant way.'

Lisa feels because her team sits within the IT function and have experience in the business, they are seen as a business service, rather

than a traditional L&D function. This has been conducive to introducing new technologies to drive change.

Shifting learner perceptions

Outside of IT, many learners still tend to associate L&D with the use of more formal training programmes. Therefore one of the challenges in transitioning to a learning organisation will be shifting perceptions about what learning really is:

'One of the key initiatives that our learning and development function is going to need to design, deliver and embed is learning how to learn – everyday.' **Katharine**

Katharine feels that part of the solution to shifting learner perceptions is in recognising and leveraging the great L&D already happening within the organisation. She explains how many of the regional teams are driving forward their own development:

'The London region has action learning sets, makes good use of MOOCs [massive open online courses], and signs up to various online courses – taking ownership of their learning at a time that works for them to improve their front-line delivery.'

This shift in perspective will also involve approaching learning delivery differently. Katharine has aspirations to introduce 'leader-led development', which will involve 'our own leaders facilitating development on performance management or how to coach effectively. In effect, role-modelling effective leadership with our people face to face.'

Building future L&D capability

Alongside developing new skills, as Lisa's team have, there is also recognition that a variety of different capabilities will be needed to build a future-fit L&D capability:

'If I look at L&D people, there are those that are designers; those that are more process-orientated; there are those that are trainers; and there are definitely those that are more facilitative and challenging of the status quo to create the organisation we aspire to be. What a good L&D function looks like needs the traits and capabilities that cover all those areas.' **Katharine**

In this context, having breadth, alongside depth of L&D knowledge, is vital:

'It's not about doing one thing, standing in a classroom, doing e-learning or virtual classrooms – it's about being able to deliver what's needed by the business at the time when it's needed.' **Lisa**

Katharine agrees, and sees parallels between the attributes of effective L&D, and performance consulting:

'When it is at its best, it's hard-wired into the business. It's managing stakeholders; it's enabling transformational change; it's driving engagement; it's finding quick wins. In fact, it looks like the framework for a really good performance management consultant that delivers and up-skills its client to be better than before.'

Driving change

Katharine is clear on the challenges, the journey the organisation needs to go on and the role L&D will play:

'L&D is at its best when it's being the conscience of the organisation and thinking ahead about, "Actually, what are we going to need to do more of? What are we going to need to do less of?" ... We're going to have to up our game. We're going to have to look at ways to increase learning capacity and be more effective around when and how we deliver and integrate learning. We're going to have to do

lots of continuous improvement; be innovative; and make some tough decisions.' **Katharine**

While driving change at a corporate L&D level may be more challenging, Katharine recognises the value of finding 'pockets of excellence' in the business which can then be shared and showcased in a really collaborative way to instigate wider change and performance improvement. In this respect, having an established and forward-thinking IT L&D team is a substantial benefit to the achievement of the wider L&D vision.

Ultimately in driving change in L&D, as Sue sums up:

'You've got to have a team that's willing to do it, but you've also got to have a leader who is, to some extent, fearless.'

Appendix 2: Mattel case study

‘The two most important things in structuring the team were being really clear on the scope of the roles, and getting proactive buy-in.’

Organisation summary

Mattel is a global kids’ company, founded in 1945 with headquarters in California. The organisation employs 30,000 people across 40 countries worldwide, and sells toys in more than 150 countries. Mattel aims to achieve its vision, ‘creating the future of play’, through the development of kids’ brands such as Barbie, HotWheels, Fisher Price, Monster High, Thomas and MEGA.

A changing context

As a kids’ brand business, Mattel has been impacted by a number of external trends in recent years. Increasing globalisation has meant that brands can be leveraged across the world, while local consumer understanding is still critical to sales and marketing. For example, a marketing slogan that works in the US may not be effective in Mexico. As Simon Watt, Director of Organisational Development, describes, this creates a challenging dynamic:

‘The dilemma there is how you make sure you maintain that cultural sensitivity while leveraging scale in regional cultural groups.’

As consumer habits have shifted, Mattel has also had to adapt. One simple example from Simon is that ‘kids are getting older, younger’. This means that children grow out of play patterns much faster than they did 15 years ago, driving the need for greater agility and product innovation. The organisation has focused on building an enabling culture to support this shift. For example, promoting the

idea of ‘failing fast’ or ‘low-level prototyping’ involving testing out ideas at an early stage to determine real-world suitability. This cultural shift has involved a new way of looking at leadership:

‘It is what leaders actually do at that crunch moment. Not what they do 99% of the time, but that 1% when somebody takes on an unexpected risk. If we imagine that the leaders have long been viewed as the traffic lights – with employees looking to them to see if they should proceed or not with their idea. Fostering the right culture doesn’t mean that they should show “green” more often, it’s about generating a fundamentally different relationship where the leader is seen as a traffic roundabout. Here, we trust that people will take a good look around and if it’s safe to proceed, they will – and if it’s too risky, they will wait and find a safe way to move forward. This shifts the innovation bottlenecks away from the leader and puts real accountability where it belongs.’ **Simon**

Across the industry there is also a need to gain greater brand loyalty, to ensure sustainability. This means engaging both the child (the player), and the parent or relative (the shopper) in the toy brand:

‘You don’t just have to grow the brand and loyalty with the child, you have to work hard to understand the shopper and the gift-giver as well. That creates the need for a clear and frequent communication and collaboration across all the commercial functions.’ **Simon**

Building scalable organisation development

All of these trends have in turn impacted learning and development in the organisation, and have necessitated increased investment in organisation development resource. Mattel has a small central corporate team, with HR generalists in each country. The business decided to introduce an international centre of excellence for organisation development (with a remit covering learning and development, talent and organisational structure). Simon's role was introduced, and in 2012 regional OD leads for Europe, Latin America and Asia were recruited. These roles were designed to work with the country teams and generalists to build capability, facilitate connections and drive change.

Simon explains how implementation of the new structure was carefully thought through:

'The two most important things in structuring the team were being really clear on the scope of the roles, and getting proactive buy-in. Not only from the leaders, the general managers and the functional leads, but also from the existing generalists. Supportive and collaborative relationships

with the HR directors have been a crucial enabler.'

The skillset of those recruited was also very important to get right:

'I was crystal clear about the profile of these people. ... Without the right individuals in those roles it wouldn't have succeeded.'

Simon used a simple model to target recruitment (Figure 9):

'I used that model when I was positioning this with my customers (for the managers and functional leads). I said, "We are not just interested in OD people. I am only looking at the best and within that I will only hire those that can fluently, confidently and convincingly speak the commercial language of our business."' Simon

Crucially, members of the HR generalist team were involved throughout the recruitment process. Initially they were asked what they wanted the role to deliver:

*'Answering that question was important, because we started off with quite a diverse response, and it was critical to get alignment on that before we even started to search for candidates. Then effectively **they** were*

*doing the hiring, **they** were fulfilling their needs rather than me.'* **Simon**

Technical knowledge (such as succession planning or organisation design) was viewed as a given of the OD population in the outer circle. An assessment day was created to identify the best (the middle circle), and individuals in the centre circle demonstrated advanced communication, listening, consultancy and collaboration skills.

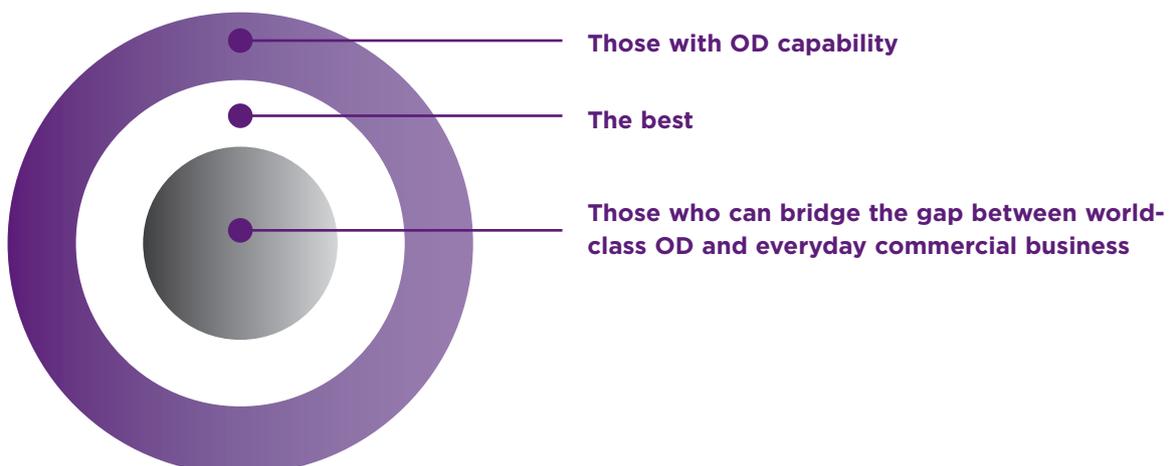
A range of stakeholders was involved in the assessment process, including the local HR team. A key piece of data used in the selection process was 'how much can I learn from this person?' This approach helped build engagement in the new roles, before the individuals joined the team:

'I will never know how things would have turned out without this approach, but my guess is we wouldn't have been half as successful, and it would have taken twice as long.' **Simon**

A changing ethos

The team has made a number of changes alongside implementing the new structure, most importantly to focus on targeted interventions. This aligns with the company's overall focus on 'fewer, bigger, better' (**Simon**).

Figure 9: Targeted model for recruitment



Simon strongly believes that learning and development interventions should be determined through consultative analysis, rather than relying on a training catalogue or menu-driven programme:

'My analogy has been, when you go to see your GP do you say, "Open up your medicine cabinet, show me what you have got and I will pick something that takes my fancy"? Of course you don't, you start off with some probing analysis.'

This approach meant directly focusing on building consultative skills among the HR and OD team, and asking the business-structured questions:

'Number one, what are your business objectives? As a business leader, what do you need to deliver to be paid your bonus? The second question is, what are the people implications of you either achieving or not achieving that?' **Simon**

An example Simon shares is that when the team were helping the organisation build digital skills, they asked questions such as, *'If you look at your ideal team in the future, what sort of things will they be doing that they are not doing today?'* This helped to bring the conversation down to behavioural terms:

'It's not about what knowledge you want them to acquire or what data you want them to access, but it is about what they are going to do with it – what actionable impact, what behavioural change do you want? Any successful development results in a behavioural shift and looking at it that way helps to be specific about the activity – as well as providing a clear way to measure your success.'

Rob Carder, Organisational Development Manager for Europe, agrees that asking the right questions is critical:

'I always try to organise meetings with people to ask them what their problems are. "What's the biggest challenge in your business at the moment?" ... There's no better way to understand someone's world than understanding their biggest challenge, and therefore you know that you're going to concentrate on the right thing.'

As a result of this ethos, the team have stopped *'sheep-dipping'* and are focusing on bespoke development that aligns with business needs.

Evaluating learning

Learning evaluation has also shifted, with metrics now based on quality, rather than quantity. This has involved encouraging leaders to *'move away from inputs and to talk about outputs'*. Simon describes the background to the change:

'A few years ago my un-stated objective was that when I ask the business leaders what they think about organisation development, I don't want them to talk about activities such as workshops, projects or development initiatives. I want them to talk about tangible business outcomes made possible by sustainable behaviour change.'

The OD team all went through a Kirkpatrick qualification to support this change. Afterwards the team agreed that they would *'talk about one outcome and that is changed behaviours. ... That probably was the thing that had the biggest impact on our effectiveness'* (**Simon**).

Celebrating success

The team use storytelling techniques to celebrate success and enable good practice to spread through the HR and OD population:

'When someone delivers something great, you make sure that everyone else hears about it.' **Simon**

Simon shares an example which illustrates the changes that have been made. One region went from delivering nine brand marketing programmes in 2013, each with 20 people, to delivering one session in 2014 with 20 people. While from a quantity perspective the numbers were down, the business leaders agree that the quality and effectiveness of the programme increased *'a hundred fold'*. This was because the emphasis was placed on getting leadership buy-in prior to the programme:

'It wasn't about going out and commissioning consultants to create something new but people went into it with complete backing of their boss, and their boss's boss and the people around them. And critically with a very clear understanding of what they should do differently after this session.'

Then, a huge focus was placed on follow-up and measuring behaviour change through feedback mechanisms:

'Now the bottom line is, all that takes a lot of time and I would say we spent as much time on that one cohort as we did the previous year with nine cohorts. But the impact did massively, massively multiply.' **Simon**

And, ultimately, it is business impact that matters.

What comes next?

Regional Centres of Excellence are seen as a resounding success, so the next challenge is to leverage the scale even further. The organisation is now gearing up to provide global support from its El Segundo, California headquarters and the lessons learned over the past couple of years will stand them in good stead for this next exciting step in its evolution.

Appendix 3: McDonald's case study

Organisation summary

McDonald's is a leading global food service retailer, with more than 36,000 local restaurants serving approximately 69 million people, in more than 100 countries each day. In the UK McDonald's has 1,250 restaurants, serving more than 3.5 million customers every day.

People focus

McDonald's has experienced significant change in the UK over the last five years. The business has transitioned from a largely company restaurant ownership model, to one where 70% of restaurants are owned and operated by franchisees. The brand has also undergone a major refresh. Mark Reilly, Head of Corporate Training, describes the changes:

'We've had to take on some really big challenges about our brand in terms of trust and how we're seen in terms of our food, our people and the communities in which we operate.'

The UK has had nine years of good performance, and is now one of the leading markets in the world. But the drive to change hasn't stopped:

'Our people, our employees, have been a really big focus and need to continue to be a focus for us. But as a brand we continue to change and evolve. We're coming out of recession, so we need to make sure we're retaining the customers and market share that we've gained from our competitors. We need to make sure we're focusing on customer experience, and that comes down to our people and their behaviours, which is where training becomes really important.'

The role of L&D

This emphasis on people relates to McDonald's focus on development:

'The majority of our people are developed from within the system. We take people on as a crew member or as a trainee business manager. ... All of our operational hierarchy has started either as a trainee manager or as a crew member. We very much grow our own people.' **Mark**

Because of this ethos there is real business buy-in of L&D and *'training has very much got a seat at the table'*, meaning that learning is aligned to business needs.

Alongside the brand refresh, McDonald's has also invested in qualifications pathways and accreditation of learning. Part of this commitment to development relates to the nature of the industry:

'I think it's something that you find in hospitality and retail. It's often not the first choice for a career and it's a high turnover sector, so recruiting can be very competitive. You have to make sure you put the right people in the right jobs and then look after them to ensure you keep them and create opportunities for them to progress within the business.' **Mark**

L&D structure

The L&D team at McDonald's UK has three arms, which work together to ensure consistency and business alignment.

'We need to make sure we're focusing on customer experience, and that comes down to our people and their behaviours, which is where training becomes really important.'

The biggest is the operational training team, who deliver the core learning curriculum. The second team is the corporate function, which Mark leads, and is responsible for learning strategy and design, alongside delivering learning to restaurant managers, mid-managers and above. The team also have responsibility for the corporate department's development and talent interventions (including degree programme development). These two teams report into the head of UK training and development. The third part is the education team, which manages the Apprenticeship programme and qualification development. Along with customer services, all these teams report into the director of training, education and customer services.

The team all have a strong business connection:

'All members of the training team in the UK have come from operations. Again, we've developed everyone internally within the system.' **Mark**

There are also strong links with HR. In the UK, the team report into the people function, while globally L&D is part of the operations function. For Mark, having strong connections to both areas is critical:

'Keeping close to operations ensures you understand its rhythm, culture and priorities and you can align development initiatives more effectively so they become embedded. It's about how you're able to keep the two in balance.'

Measuring impact

As Mark describes, the challenges of retailing mean that *'you have to get return on your investment, so you have to make sure that whatever you're doing is adding value.'* That means that understanding impact is critical.

As Deborah Rudge, Training Consultant, explains:

'Our training is designed to support the learner within their role and to support the business to help with long-term business growth. It is important to us as a department we are seeing that return on investment from the training delivered. In our role as trainers, we work in partnership with operations and departments. Our focus is to help with building knowledge and leadership skills to create individual and business success.'

L&D metrics are correlated to turnover and business results, and new programmes are always piloted to determine impact. This can be challenging, as programmes normally have a long-term scope and involve a blend of methods. Mark shares an example:

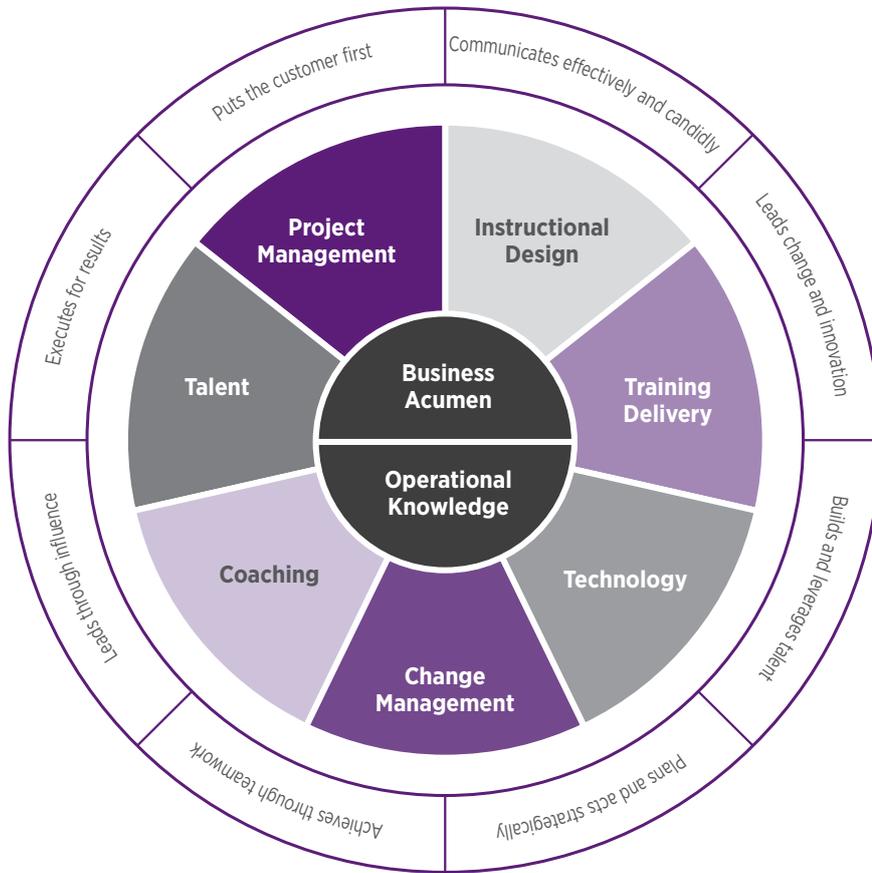
'When business managers join the degree programme they suddenly have a whole load of work to do whilst running a busy successful business, so as they work through this they may not necessarily see business results improving. A key premise of the degree programme is to get people to start thinking about what is really the cause of a problem.'

This means that managers start to focus less on *'sticking plasters'* and *'start fixing the great big problems. So it's only year two that some of their results start moving up'* (**Mark**). Understanding these dynamics requires a sophisticated methodology for evaluation.

Skills framework

Mark has developed an L&D skills framework primarily designed to help support individuals seconded from operations into L&D, and other permanent staff develop their L&D capability. It is modelled on the CIPD Profession

Figure 10: McDonald's skills framework



Map and captures both functional skills and behavioural attributes (Figure 10):

'I talk to my people about being a T-shaped leader. Yes, you are an L&D professional, but actually you've got to go across the business and understand how things come together. ... If you're thinking strategically, you can bring in lots of other things that can help support.' **Mark**

The framework lays out expectations and supports recruitment decisions across each of the key roles in the function (training officer, training consultant and training manager). As many L&D professionals join from other disciplines within McDonald's, it also acts as a helpful starting point for understanding development needs and potential knowledge gaps.

The framework provides self-assessment tools which can be used to identify development needs. These can then be supported by an individual development plan, based on 70:20:10 blended learning principles.

Performance consulting

One of the most significant ongoing changes to the team involves moving away from training delivery to a consulting approach:

'The change that we're going through is how do we move our people from being just deliverers of training to being performance consultants who are able to help their customers understand what is the performance gap, or what is the opportunity? Then focusing on the right interventions to drive improvement and results.' **Mark**

James Thorne, HR Consultant, has also identified this change:

'Increasingly we continue our journey from being training and HR professionals to performance professionals. We'll still retain our core ability to deliver great training in the classroom and coaching or advice in restaurants. But ultimately we'll have to become even better at the conversations around understanding what the performance gap is in the business to get to where we want to go.'

Interestingly this change also aligns with wider developments in the organisation. Seventy per cent of the UK business is now franchised, meaning that the role of the 'franchisee consultant' has expanded. There are synergies with the changes in L&D:

'The skills we're helping them to build are skills that we want to develop in all of our consultants across the organisation, including training. It is about becoming a performance expert and having the ability to, firstly, diagnose what the opportunities are and potential of this business is, then to help influence your customers to realise, actually, it might not be a training solution you need here. You might need to fix something else.' **Mark**

Part of equipping the team with these skills involves helping them to build relationships and have the confidence to have candid conversations with the part of the business they partner.

Building new skills

To enable this shift McDonald's has introduced a new programme, co-developed with Fiona Coleman from Create-i, designed to build this consulting capability and to improve the L&D skills framework. This is focused on building personal brand, relationships and influence, and using insights and data to inform decision-making:

'For L&D to really understand and be aligned to the business, they need to be able to build relationships, help the business identify the key areas that they need to work on, and they need to influence the business to implement the right solutions and the necessary changes.' **Mark**

Cohorts of 12 people complete the programme over six months. The cohorts are mixed, so L&D professionals attend alongside other consultants, which grounds the development in business realities, and leverages the clear synergies between the roles. Mark explains how the programme is structured:

'It's a series of four workshops, with coaching in between. The coaching and knowledge that you need to report back at each class, on experience and improvement, ensure the learning gets applied in the workplace.'

Impact of technology

Alongside the move to performance consulting, the team are also looking at how they can best utilise technology:

'Technology is changing things on so many different fronts. In terms of being able to deliver training, particularly when you have 1,250 restaurants and you're trying to keep it consistent. It makes our training more accessible. ... Technology has also impacted learners. Sixteen-year-olds coming out of school now learn in a very different way.' **Mark**

The size and scale of McDonald's also means that technology can be very beneficial:

'We're a business of around about 100,000 people. With that size and scale we have to always be considering what interventions work best for our overall business to ensure everybody gets the learning they need. Technology has undoubtedly enabled that to be slightly easier than it has ever been before.' **James**

The changes have necessitated a closer link with the IT team:

'When you're using technology, one, you have to have the support to build infrastructure. You then have to have the support available for when it's not working. Then you have to have the support for any sort of innovation and new things that you want to put into the system.' **Mark**

Initially the use of technology was led by one enthusiastic member of the team. However, the team soon realised that they needed to up-skill everyone. Not necessarily to use technology to create content, but *‘actually understand how it can be used within a programme’* (Mark). Subsequently the team has utilised technology to enhance the blended learning approach it already takes.

This has also meant a change in the role and purpose of L&D:

‘When people come into the classroom, we control that learning, but we are now expecting people to use e-learning or self-directed learning, so that’s in their control. What they need are great coaches to help them do that.’ **Mark**

In this context the role of the line manager is more important than ever:

‘The more we move learning out into the business, the more you need to rely on the reporting managers to support that. One of our roles will be to move our skills onto the reporting manager. So your training department won’t be just your team. It will be every reporting manager out in the system. They all know they’re responsible for developing their people, but that’s got to be far deeper.’ **Mark**

James agrees:

‘We understand that training doesn’t just start and end at the training team; our mid-managers play an incredibly important role in ensuring our employees get the learning and development they need.’

Looking ahead

In the future, Mark believes that L&D will be a critical partner in driving change:

‘Change is going to be something that will become part of, not just our organisation, it’s the world we live in. How do we help move the business through that?’

To enable this, Mark believes that we first need to start by building L&D skills, by focusing on our own development:

‘It’s the cobbler’s shoes with L&D people. We look after everyone else, but how do we look after ourselves?’

Mark is also passionate about driving capability and professionalism within L&D, so that it becomes a genuine vocation, attracting a wider pool of talent:

‘We don’t want people just falling into it. We need to attract people from the first instance.’

Appendix 4: Ministry of Defence case study

‘Leaders in the field were looking for support at the point of need. Students, on the other hand, want an effective, quality, motivating training environment that results in accreditation.’

Organisation summary

Defence College of Technical Training (DCTT) comprises four schools. It provides new recruits with technical training needed for an engineering career across multiple disciplines including maritime, mechanical, aeronautical communication and information systems. The colleges support over 40,000 military students per year with an age range of roughly 18–32 in these highly technical subjects.

Background

For four years between 2009 and 2013 Colonel Garry Hearn, a serving army officer with over 35 years’ experience, was the principal of a large, then Defence College for Communications and Information Systems (renamed Defence School of CIS in 2012). This was a multi-site college with over 1,000 staff, 600 of which were trainers providing staff with a range of courses. He now programme-manages the transformation of training and associated business areas for four schools within a college construct (akin to an academy). In 2013 he was honoured with an OBE for his educational leadership in his role and is also a Fellow of the CIPD.

Garry explains:

‘Following initial army training, new recruits would come to our college to build initial technical skills resulting in NVQ level 3 or above in a relevant specialism. Our students would then leave to take up roles on ship or in base for three to five years to build their experience and capability. During

stage 2, they would then return for a technical upgrade in their skills, with the colleges often partnering with accredited universities to provide staff with degree-level qualifications that will help them progress their career.’

The culture in the MOD has always embraced learning and development, but it was clear that old ways of delivering the service had to change.

What was driving change?

Garry Hearn and his senior management team realised that the college needed to make changes to really respond to customer needs:

‘It was clear that the college was inwardly focused rather than concentrating on the needs of our customers. Pass rates were poor and we were missing something in truly engaging our students. We needed a more forward-looking programme that met the needs of our customers.’

‘We have two types of customers – our students and the front-line command – and the first questions that I asked to redress the balance were “What is our contribution to the business of defence?” and “What do our customers really want from us?” It was clear that the front-line command were looking for an efficient service that delivered agility in the workforce. Leaders in the field were looking for support at the point of need. Students, on the other hand, want an effective, quality, motivating training environment that results in accreditation. All requirements

can be satisfied but we needed to approach our delivery differently.

'My aim was to bring agility to learning. Traditionally access to knowledge was kept in the brick walls of the college. Now we can take training to the person without always bringing the person to the training.'

Knowing how to change

The operational environment of the college is extremely busy and in 2009 no one was looking ahead, as they were too caught up in delivering training from day to day:

'It was critical for us to create the time to think in the midst of our business. To do this we formed an innovation cell: a small team of three people who would establish a vision about what success looks like. We had to take into consideration the fact that practice, process and policy all shape the behaviour we need to change. To address all of these issues, our innovation team consisted of an organisation development professional who could consider change, communication and stakeholder engagement; a technologist who looked at the enabling role of IT; and an education expert who would provide the credibility and authority behind the recommended routes about how we wanted people to learn.'

The innovation cell recommended a number of changes to modernise learning in the workplace. Bloom's taxonomy was used as an anchor point for the ongoing strategy to create a holistic approach to delivering learning interventions that resulted in practical proven capability. This identified the need to change the type of teaching to blended and experiential. Teams within the college are now equipped to understand the demand for skills and turn that demand into a blended learning programme that delivers the hard

skills needed. In creating the blend, they focus on which elements are best addressed using self-paced learning and which need to be team based. The college is prepared for learning to be distributed and delivered at a distance. Today the team don't just turn a request into a PowerPoint-driven classroom course; they apply imagination and innovation to the process to identify the best methods to use to achieve the results for their customers.

Introducing change

In order to land substantial change to the L&D strategy, Garry had to ensure that the team had complete buy-in to the new approach:

'Introducing change is never easy. For us it started by presenting our existing L&D staff with clear independent evidence from both learners and experts that we needed to change. Next we moved into a programme of evidence-based teaching to build the new skillsets needed.'

The clear focus on evidence was critical to establish credibility for change; only then did the college introduce technology to support the learning process.

Pilot activities were also used as a critical part of the change process. Instructors could see how the new approaches were working in practice and had the opportunity to test new ideas and adjust them and then bring them into the mainstream.

It was also critical to be aware of the dynamics in play. Individuals adopt change at different levels, and while passionate top-end leadership helps to influence, the students themselves also helped. Once they had experienced a great blended learning environment, they expected more and started

to challenge the older-style instructors, who then sought ways to meet their demands.

Scaling up

Now all work within the college is aligned to the career maps of individuals and the teams no longer just deliver courses. They understand how a career path can be enhanced and identify and deliver the interventions needed for an individual to progress their career.

To support this a number of new roles are now in place:

- **Project managers** – each new programme is a change programme often looking at an entire career stream of an individual. Mapping and delivering the learning and support that individual needs across their career requires a team of individuals working together. The project managers own full programmes of work; they put the business case together and project-manage through to delivery.
- **Technologists** – exist to provide an enabling role, looking at IT capability both within the school and beyond to ensure that solutions can be delivered.
- **Educationalists** – dedicated specialists exist both in the core team and also in the schools to help challenge thinking and introduce innovation. They also consider the skills and competencies required by the instructors to support the changes in delivery methods.

Garry explains why these roles are so important:

'As we move up in learning and education we tend to design in our own image. It is critical to challenge our own thinking and when we are designing policies for people who learn differently, we need to be

dragged out of our own processes into innovation. We want L&D professionals to be imaginative and a sound educational evidence base provides us with the confidence needed to continually innovate.'

The model has now extended beyond the original college and a matrix of teams run across four schools and 40,000 military students. To scale effectively, it is critical that each school owns the issue of change rather than it being seen as a purely top-down initiative. To achieve this the innovation cells have been replicated in each of the schools.

The impact of change

The first impact of the approach is to save time. By shifting a residential two-week course to a series of interactive online content, forums and instructor contact, the longest any student took was six days. Instead of 16 attendees, an unlimited number could take part. This increase in access has meant that the college now provides access to students based around the globe. In the first year of their VLE going live, they had over 150,000 incidences of access to education and training as opposed to the previous 16 residentially based students.

While staff costs were reduced by 23%, the shift to a more student-centric approach was applauded in a recent Ofsted inspection, which rated the first school to be inspected since the changes as outstanding. What is more, the shift in learning models had a direct impact on first-time pass rates, which in some areas shifted from 82% to 98% in the first nine months.

The business-critical role of L&D

Garry shares his view:

'Moving forward I believe that L&D has a critical role to play to help shape what the business needs to do in order to achieve its goals for the future. Our business leaders often do not have the time to think about capability needed for the future when they are busy delivering the short-term goals of today. Moving forward I see the need for building capability to be owned by the business front end. L&D are there to support the front line and to work with them to define what a successful service person looks like and to identify what attitudes are needed. We then need to work with the front line to build the creative and analytical skills into staff who are able to identify and exploit opportunities so that we come up with solutions to new and often complex situations.'

Appendix 5: PwC case study

Organisation summary

PwC LLP is a network of firms in 157 countries, providing professional services to clients through four lines of service: tax, assurance, consulting and deals. The organisation employs over 195,000 people across 758 locations. In 2014 PwC reported global gross revenues of \$34 billion.

The context

PwC is known throughout the world for its focus on people development. It's been number one in *The Times* Top 100 Graduate Employers list for 11 consecutive years, and there are a vast array of career routes and opportunities. Sarah Linsdell, Director, Global & UK Learning Technology & Transformation, explains how this translates to the culture of the organisation:

'The culture at PwC is very much about real-time development. You are being developed from the moment that you come in the door, and probably even just before it. It's the lifeblood of what we do, really. It powers everything.'

This ethos perhaps explains why L&D business alignment is so strong:

'L&E (learning and education) is really closely aligned with the business from the board downwards. Everything maps up to the overall strategy. ... If I look at the UK and I take that as an example, we have L&E leaders that are partnered with business leaders very closely, talking about what their needs are.' **Sarah**

This also means that the L&E teams need to keep their skills up to date and ensure they are providing cutting-edge solutions to the business.

The L&E structure

As a large, networked organisation PwC needs a learning structure which enables it to leverage insight everywhere in the world. This means that there are a number of teams which help to develop global strategy and drive consistency and excellence in standards. Sarah explains how the L&E structure works:

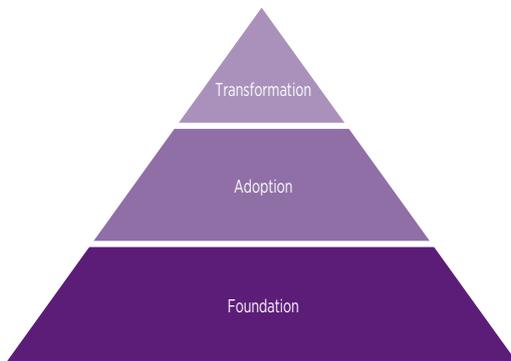
'We're a networked organisation; so, each of the member firms will have its own L&E department.'

The size of each L&E team will depend on the scale of that firm, and then cluster teams will help to co-ordinate activity across regions. Global teams are in place which make connections across territories. One of these global functions is the Learning Technology and Transformation Team. Their remit covers three key areas: foundation, adoption and transformation (Figure 11). This structure enables the personalisation needed to meet local regulation, while leveraging synergies across the world.

There are differences in individual territories for whether the L&E function reports to HR, human capital or another business area. Regardless of the structure, Sarah feels it's essential to ensure that strong connections are in place between HR and learning functions, and critically with the business:

'L&E (learning and education) is really closely aligned with the business from the board downwards. Everything maps up to the overall strategy.'

Figure 11: Team remit



Transformation	Leadership of the PwC research and development agenda on learning technologies
Adoption	Consultancy with territories and groups on learning strategies and development and delivery of global content
Foundation	Management of the core systems powering learning across the organisation

'To me, it doesn't matter where you sit. If you're a small company and you're an L&E function, you need to be in with the board and you need to be able to understand what the priorities are. If you're a massive company like ours, you still need that absolute business linkage because the role of L&D is to solve business problems with the business, whether they're performance, whether they're skill-building or whatever. It's about solving business problems and being a business partner. I think if you're just in an ivory tower, then, you're not going to be relevant any time soon. I don't so much think it matters where you are. It's where you are linked to.'

Research and development

One of the most unique aspects of the team's remit is the 'transformation' section of the pyramid. Sarah shares what this means in practice:

'One of our functions is to look at things and then analyse them to decide whether or not it's right for PwC at this particular time. It's not so much just the transformation from the technology standpoint. It's also the transformation from the learning strategy standpoint; so, "What different educational methods are we using?" and "When we're talking about creating a blended learning solution, what do we do with that? How do we push it?"'

Sarah sees this activity as playing a vital role in the organisation. The global team can spend the time delving into new ideas or approaches, and then establish a point of view. This is something that at a territory level the L&E teams wouldn't have the time to do.

The team use a four-box model to evaluate and categorise various developments (Figure 12). This helps them keep track of key trends and determine organisational relevance. It's also a simple tool to use with stakeholders to explain the viewpoint on various L&D developments:

'I think, now, people are very much more connected and people are accessing so much more stuff online. Then, they're coming back and saying, "Why can't we have that?" ... For us that model has been really critical, and it also gives you a really good way to talk to the business. I can sit with that four-box model and I can talk to any one of my business leaders about all the technologies, strategies or modalities.' **Sarah**

Figure 12: Research and development four-box model

Ones to watch Interesting developments, but not relevant to the organisation at this point in time	Proof of concept Technologies that are being explored further
Adopting today New technologies or approaches that are present in the organisation	Established Key established technologies or strategies

Transforming learning

The team are firmly committed to the principles of the 70:20:10 model, and are starting to focus on more informal learning methods:

'For us as an organisation, we're moving very much from big curriculums to experiences, events and a much more agile way of working. We're looking at not building these massive, great tanker ships, but building little assets, mini-ships, that we can deploy really quickly and that you can put together in a different format. If you build everything quite modular and in sections, people can find a personalised learning path through it. Then as an L&E function, I can think, "Right, I have that business need and I've got to deploy something there, so what is the suite of assets that I've got available to me?" Whether that's a one-day classroom course or whether that's a PDF on the latest and greatest. "How can I build all of those assets together and then push something out in a shorter time to market?"' **Sarah**

Sarah also thinks that this approach is helpful because it enables the team to respond to new business needs quickly, for example emerging topics such as data analytics or cyber security:

'I'm a really big fan of learning at the moment of need and not learning just in case I might need it in six months' time. If it's a system, why do I need to train somebody on a system when I could build all that performance support in at the moment of need?'

But in order for this approach to work, L&E needs to be involved at an early stage:

'If you're at the table early in those discussions, you can think about it differently. You can think about what is built into the job, what levels of coaching are needed,

and what levels of support need to be there. ... That comes from having really close relationships with the business as well as being trusted business advisers, because you get invited in earlier to the conversation.' **Sarah**

It also means that learner expectations need to adapt to accommodate a more holistic view of learning and development:

'I don't necessarily feel that people understand that they're learning all the time, or that they understand what development is today, because it's completely different from the old-school model. ... We're flipping classrooms and we're much more about experiences when you get to a classroom, rather than a one-way, sage-on-stage, just pushing knowledge at you model.' **Sarah**

The impact of technology

As part of the 'transformation' remit, the team investigate technological developments and trends and consider how they can be applied to L&E. They've seen significant changes as a result of technological growth in the external environment:

'Over the past five years, the trend has been that the consumerisation of technology has been overtaking how fast learning teams within organisations can adapt and turn themselves around to meet the changes.' **Sarah**

This certainly applies to mobile learning, where user experience has rapidly developed in recent years:

'I think one of the biggest challenges for any sort of organisation is "How do you make what you offer look as good as what everybody is accessing outside of work?"' **Sarah**

The vast array of information available and ease of access

through technology is also influencing learning and development, as many resources can now be 'curated' together, rather than created from scratch:

'It's the access to free content, and being able to watch a Ted Talk, being able to engage in MOOCs [massive open online courses], being able to harvest all this great subject matter expertise that's out there.' **Sarah**

Sarah feels that technology is not only affecting the content and delivery of learning, it's also influencing L&D capability:

'The embedding of technology in everything we do has really changed the skills you need as an L&E practitioner today.'

L&D skills

More broadly Sarah recognises that the L&D profession has a big shift to make in skills and capability:

'Instructional design is never going away. You've got to be good at that, but you've got to be good at having real conversations and that's the performance consulting side of things. You've got to be able to unearth what the business needs are and you've got to be able to come up with real, creative solutions that aren't just about the classroom.'

'I think that's where the skills really need to change, because we have an awful lot of really great people in the industry who have only ever designed one way. Suddenly, we are asking them to design in 20 different ways, and ways that we've not yet uncovered. I think that's the biggest change for me in terms of the skills that you need. You need to think differently. You need to think like the business that you're in. You need to think about how you can design in pieces and bring things together, what you can leverage, and what you can bring from the outside.'

Digital learning academy

Five years ago Sarah and her team started exploring how they could build these new capabilities throughout the L&E population, and came up with the idea of a Digital Learning Academy:

'The driver behind initiating the whole academy was the fact that we didn't have the skills that we needed. If we were going to transform the way that we were going to deliver learning and education, if we were going to transform anything, it couldn't be done by a team of ten people sitting globally. It's got to be done from the grassroots up.' **Sarah**

The academy consists of two blended curriculums utilising a variety of digital assets and learning methods, such as virtual classrooms, coaching, e-learning and PDFs. The first curriculum covers understanding the different technologies and tools you can use in L&D. The programme is completed over six months, and in mixed cohorts of eight people. Everyone has a coach and the learning is grounded in the business:

'They have assignments; they have a business problem and they have to go away and think about how they would solve that using the things they've got at their disposal.'

The second curriculum involves having great conversations:

'It's: "How do I, as an L&E person, go and sit with a business leader and convince them that we need to do things differently, have that challenging conversation or talk to them about not being afraid of using a different approach?"' **Sarah**

The programme concludes with a role play:

'The participant will have a half-hour conversation with a business leader. They will have a business problem and they will have a challenging conversation, and there will be a coach on the line who then gives them feedback at the end of that.' **Sarah**

The two curriculums are supplemented with a variety of tools and mini-blends on particular topics, such as creating video content. These are kept up to date as technology evolves. As the programme is digital, the content and learning can be accessed anywhere in the world, without the need for face-to-face interaction. Everything that the team learn through their research and development activities is also translated into new information and content to support global ongoing learning.

Impact

Kerry Georgiou, who works in the Global Learning Team, was recently a participant on the programme. She feels that the academy helped to expand her knowledge and awareness of different learning methods:

'Now I can get involved in group discussions because I'm aware of terms they're using - for example blended learning. I think it just makes you more confident, and you get to meet new people and see what they think about things.'

Kerry thinks that learning from the experience of the other programme participants and from experts is a key benefit of the programme:

'I think learning how people made errors in the past in their working methods has helped my day-to-day practice, because I am aware of what to do, and what not to do.'

It has also prompted her desire to continue to develop:

'It definitely makes you more curious about things, because you become more interested and more engaged. You actually want to go away and ask people more, and you want to learn more.'

Alongside positive delegate feedback Sarah has also seen clear business benefits through the academy. Leaders have reported that *'the conversations that have been happening have been very different from the conversations that were happening 18 months ago.'*

On a practical level the L&E teams in the various territories have also been developing more blended learning initiatives, rather than relying on classroom training.

Future trends

Crucially, Sarah hasn't stopped thinking about future L&D capability. The team are currently exploring how the increasing sophistication of learning data might influence activity:

'I think harnessing the power of our data and looking at what that gives us is going to make us even more agile. I think it's also going to really help us understand what's working and what's not.'

This may also enable more personalised learning, and greater focus on smaller, targeted interventions which can drive effectiveness:

'I think everyone wants to do more with less. ... If you can do things in a different way that enables you to spend less and be just as effective by doing something differently, shorter, in a different format, it means that you can spend more or the same on some of your much bigger interventions that you need to make.'

In anticipating these changes Sarah continues to feel that technology will have a role to play. Not necessarily because of cost saving, but because of the myriad other benefits it brings:

'Technology does not make things cheaper in the learning space sometimes. It is a different investment, but what it enables you to do is to do things differently, more effectively and more relevantly for learners today, with more learning at my fingertips and more learning at the moment of need, right where I'm working today. Bringing learning and work closer together is one of the key goals.'

With a clear purpose, and aligned initiatives designed to build L&D capability, PwC are on track to achieving this integration and maximising development.

Appendix 6: University Hospital Southampton NHS Foundation Trust

‘We’re here to make sure that we’ve got the right staff, doing the right thing, in the right place at the right time, with the right skills so that they can deliver excellent patient care.’

Organisation summary

University Hospital Southampton NHS Foundation Trust provides services to 1.9 million people living in Southampton and south Hampshire, and specialist services to more than 3.7 million people in the surrounding areas. The trust is a major centre for teaching and research in association with the University of Southampton, and employs 10,550 people.

Key drivers of change

As an NHS trust, the organisation has experienced a number of changes in recent years (Table 3).

The hospital has a new trauma centre and has expanded its range of other specialist services. There have also been challenges:

‘We’re faced with very, very tough financial pressures, we’re faced with needing to work smarter with technology. We need to have staff that are passionate about what they do and the way that they deliver it, in a way that meets the aspirations of our customers, our patients.’

NHS focus group participant

Being clear on these aspirations can be challenging, particularly as society becomes more diverse, with different patient care

expectations. This diversity also relates to the employee population, as learning and development needs differ widely between roles:

‘We’ve got a very, very diverse workforce, but also a very high number of part-time workers. ... I think a university hospital has to be one of the most complex areas that you have to provide training for, compared with a lot of other workforces.’

NHS focus group participant

The organisation is also finding that the ‘seven-day working challenge is starting to hit, which has implications for L&D activity’ (NHS focus group participant).

More broadly, this is a major driver for change in the organisation, as it necessitates increased use of technology, as releasing staff for classroom-based development becomes harder to fit around the delivery of safe patient care.

Funding is another key challenge, particularly because it can be uncertain as it tends to be set on an annual basis. If there is additional funding, this may mean new services, and in turn increased learning and development needs. Conversely, if services are transferred elsewhere, this also

Table 3: Key drivers of change

Funding challenges	Expansion of services
Patient aspirations	Seven-day working
Growth of technology	Employee diversity

has an impact on employees. In this context, effective talent management is vital, as Anita Esser, Head of Wider Healthcare Teams Education, describes:

'For us it is about how we move the workforce forward and give them the skills they need to work in the way we need them to work in the future.'

The role of L&D

Members of the L&D and HR team are very clear about the purpose of L&D in the trust:

'We're here to make sure that we've got the right staff, doing the right thing, in the right place at the right time, with the right skills so that they can deliver excellent patient care.' **NHS focus group participant**

Interestingly, this purpose also expands beyond the core employee population. As the trust is a teaching hospital, the training and development team's remit also covers the large numbers of university students in placement roles. The quality of learning and development is a critical factor in converting students to potential employees:

'Our main purpose is to provide a system of education, training and development which will enable us to develop the staff we need to deliver the service we need to the patients. Along the way, what we want to do is to give people a really good learning experience, whether it's students on placements, so they want to come and work here at the end, because they've had a good experience, or whether it's our own staff, who feel they have been given an opportunity to develop and want to stay.' **Anita**

The team also feel that they have a responsibility to conduct 'horizon scanning' and ensuring that they 'build a pipeline of staff that are equipped with the right training

and development, to move into roles as they change. ... It's not just your own staff, it's actually training the staff of the future as well' **(NHS focus group participant).**

Structured to align with organisational needs

The trust has one integrated training and development department. This enables the team to assess learning from a holistic perspective, rather than focusing on individual professional groups.

The team are structured in a matrix arrangement. There is a central training and development team, which includes a lead for leadership development and for learning support. Then there are heads of education for each of the main staff groups (such as nursing, medical, allied health professionals, healthcare scientists and support workers) and divisional education leads. The function works together 'like a hub and spoke system' **(Anita)**. This ensures a close working relationship between service needs and T&D.

Many senior members of the training and development team have a dual responsibility. They are part-time in their education role and part-time in their clinical role. This means that they are embedded in the organisation and have a full appreciation of learner needs.

Anita describes the benefits of this structure:

'All of it is brought together, and it means we can either work in each of those professional groups individually, or we can work across professional and role boundaries. ... There is now a general feeling that we can do an awful lot, and we have done an awful lot in the trust, which other organisations perhaps haven't been able to, because we can work flexibly across.' **Anita**

This structure also helps the team to prioritise:

'We know we have a finite amount of money; we know the demand will always be greater than we've got; and we've found we've got to make sure we prioritise it in a way which is very aligned to what we need in the way of skills to deliver that service to the patients, both now and for the future.' **Anita**

It also helps with assessing collective learning needs and ensuring that the team's objectives are linked to wider organisational needs, rather than individual groups:

'We set objectives against things which are related to the trust objectives, so we actually are looking at how we build into how the trust works and how the organisation is developing.' **Anita**

As funding allocations are set by the local education training board (Health Education Wessex), being able to connect the learning and development plan to organisational needs is essential. This approach also ensures that funding is allocated based on need, rather than 'a first-come, first-served basis' **(Anita)**.

The structure also enables synergies with HR. Both the HR and T&D function report through to the director of nursing. This connection is supplemented by various cross-functional groups (such as a workforce strategy group) which ensure that HR and T&D initiatives are aligned.

Evaluating impact

The training and development department has an education quality team, whose role is to ensure the training needs analysis is balanced across the organisation. They also assess the quality of learning environments for students on placement and conduct impact

evaluation. Course evaluation focuses on *'what difference they think this course will make on their job'* (**Anita**). Evaluations are conducted pre- and post-course, including line manager feedback:

'It is trying to get to the bottom of not only if the individual thinks they've made a difference, but if the manager can say they can see a difference as well.' **Anita**

Overall, greater focus on analysis and impact is helping drive activity to where it's needed most:

'We have got slicker, as an organisation, about utilising money and ensuring it's targeted to the most appropriate places.'

Focus group participant

The team are also exploring how they can best evaluate the link between T&D interventions and patient care. Part of the challenge is pulling together and analysing all of the different data sources, from patient care surveys to staff attitude survey results. Recruitment and retention is often used as a key metric, but the team appreciate that they could do more to assess strategic impact.

Recently the Care Quality Commission assessed a range of activities in the trust, alongside staff and patient surveys. While the final report is yet to be published, there are promising initial findings:

'One of the things that came out of the initial verbal feedback was that staff valued the training and development.' **Focus group participant**

The trust is also in the top 20% of trusts nationally where staff acknowledge that they can access a wide range of educational programmes. What's interesting is that focusing on more targeted

interventions has not damaged employee perceptions of the T&D offer:

'People have come round to understanding that we can't pay for everything. But actually what you do get is development for your job role, and training to help you take the next step if that's the direction you want to go in.' **Anita**

Technology

In the past two years the team have introduced new learning technologies – for example, a virtual learning environment and a system for monitoring statutory and mandatory training. The team have found that the new tools and online learning have become increasingly popular:

'We certainly have seen a huge increase in the number of education interactions that are happening electronically.' **Focus group participant**

'In the past it was a very small thing: it was about IT training. That's completely shifted to: how do we build more technology into all of our learning?' **Anita**

Anita is aware that she and the team need to build their own capability and capacity to really leverage technology and meet growing demand from learners:

'It is about trying to upskill ourselves, and have the confidence to use new technology and understand the opportunity it provides. ... It's how we make the next leap, for those of us who have been in learning and development a long time.' **Anita**

Anita shares the analogy of moving from OHP to PowerPoint years ago:

'There were some that really embraced it, and went with it really quickly. They could see how using

something directly on screen would work, and they used it to its full extent. Then there were others who really were reluctant to give up their chalkboard, and/or their flip-chart, and/or their OHP and pens. We're kind of in that place again, I think, now; I think we're at another pivotal point where it's a case of: stop looking at technology as e-learning, and start seeing it as technology in learning, as part of learning.'

The team recognise that their own mindset is a critical factor in ensuring they make the most of technology:

'I think it's our responsibility as leaders to not let our own anxiety of how to use technology in learning be a barrier to our learners. Because otherwise we could find ourselves obstructing their opportunity to use technology because we're not keen on it. So we find lots of excuses why it wouldn't work for our course, when actually it's more an excuse because we're not really sure how to do it ourselves, so we just don't want to be putting ourselves in a position where we don't feel confident.' **Focus group participant**

To help support the use of technology-enabled learning, the team have set a core objective *'to make better use of social media'*. Anita sees this as a *'recognition that we need to start moving in that direction'*. To support this objective the team are using informal learning methods, such as digital experts holding lunchtime sessions on how to get the most from Twitter. Making time to develop these new skills is both a priority and a challenge:

'There's an expectation that people are able to use technology, but there's not necessarily time to allow people to stop doing what they're doing in order to develop those skills.' **Focus group participant**

New approaches

The commitment to engaging with technology is starting to transfer to learning methods. For example, one member of the team is using text walls to engage newly qualified nurses during their induction as a blended learning intervention:

'That has proved really successful with the nurses coming through. There is that expectation now of people coming into the organisation that they will use technology, and they're happy to do so, and that's a real change of mentality.' **Focus group participant**

The trust has also equipped junior doctors with an app which offers a smartphone quick reference guide for clinicians (the Handy App).

Despite the great progress the team are making, there are some infrastructure challenges to overcome, in particular IT bandwidth for learning interventions involving video and other interactions. As a result, other pockets of innovation in learning methods are really important. For example, the use of patient simulations:

'We're looking to increase the use of simulated volunteer patients. They're people who take on a scenario we come up with, often based on feedback from patients or from near-misses or incidents that have come up, so we'll take that learning and then try to develop a scenario to use as part of the training.' **Anita**

Meeting the challenges ahead

Looking to the future, the team can see that there will be an even greater need for innovation and collaboration:

'Our chief executive talks about a hospital without walls, so we'll be having virtual wards out in the community, so again that will mean that the way we deliver training and development will have to change.'

Focus group participant

Anita recognises that the team needs to continually *'think through how the world's changing'*, particularly as education funding becomes more difficult. She anticipates that in future the trust will focus more on embedded learning, supported by technology:

'We want to see the teams actually not just delivering classroom-based stuff, but actually going out and supporting and assessing learning in the workplace. Increasingly, I think we'll become less classroom-based, and more workplace-based.'

Ultimately navigating these challenges and embracing opportunities means drawing on the team's focus on the value of development and importance of building T&D capacity through innovation:

'We have been really quite lucky, actually, as a trust, that we haven't gone down the route some organisations do of cutting training: we've tried really hard to protect

and recognise the importance of investing in staff development at times when it's not always the easiest thing to do. We do try to be really realistic and creative about how we enable the organisation to keep learning when everybody's stretched to the nth degree; when you can't get staff off the wards for whatever reason; when you can't recruit into your training team, or whatever it might be. It's about how we build capacity into the training team, and how we can think differently and creatively about how we do it.' **Anita**

With this in mind, the team are starting to think about how new technologies (such as 3D printing) and medical development (such as preventative healthcare through advanced genetics) might impact T&D. Their unique roles as clinicians and T&D practitioners is likely to be of huge benefit in enabling them to keep up with the pace of change.

Appendix 7: Background information on the Towards Maturity benchmark

Data collection

Individuals with responsibility for aligning learning to business, improving learner engagement and modernising learning in the workplace were invited to participate in a two-part online review between June and August 2014. 600 respondents from 45 countries took part in the study. Full details of the methodology are given in the 2014-15 Benchmark Report (Towards Maturity 2014).

Since 2003 we have analysed the implementation activity of the more mature organisations and grouped their behaviours into six workstreams that we describe in the **Towards Maturity Model** (Figure 13).

These six workstreams of effective practice are at the heart of the **Towards Maturity Index (TMI)**, the single index figure from 1-100

that each participant in the 2014 study received to benchmark the maturity of their implementation of learning technologies.

The behaviours in the workstreams are reviewed annually with industry subject experts and practitioners to reflect the latest thinking.

Those in the top quartile of the TMI are not only achieving significantly higher impact than average, but are much more likely to be working proactively to improve their implementation and integrate their learning activities into the workplace. These **top learning organisations** both exhibit and help us to define what we understand by effective practice. Organisations in all sectors and of all sizes fall into this top quartile and throughout this report we have included

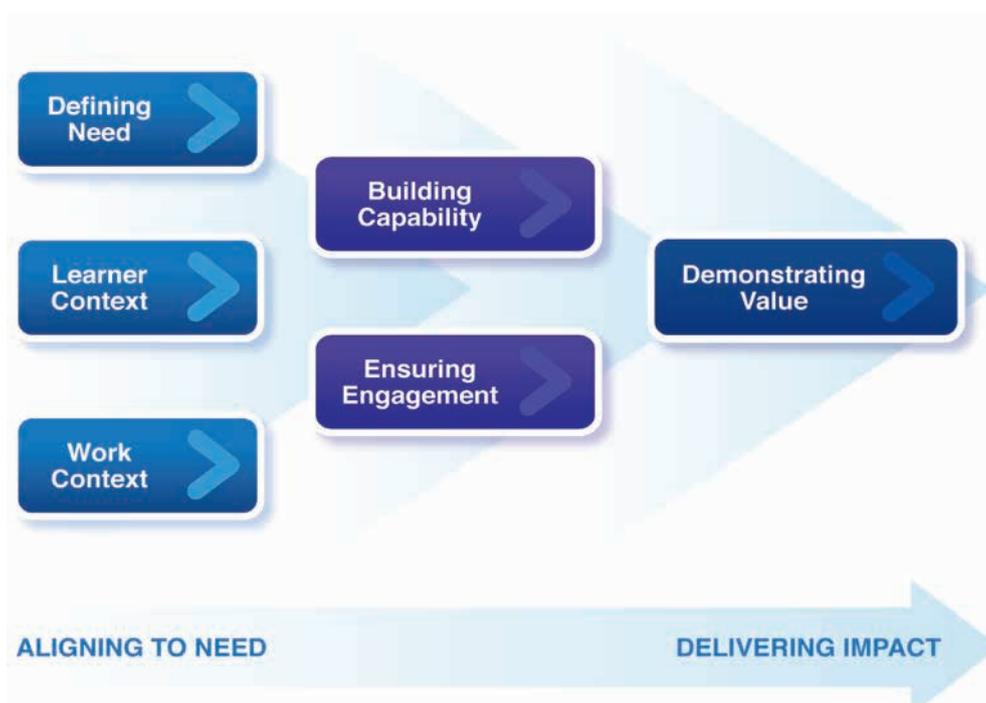
observations from top-quartile learning companies.

All participants receive a free Personalised Benchmark Report providing detailed analysis of their activities compared with the top learning companies.

In 2014 the Towards Maturity benchmark analysed the behaviours and results of those in the top 10% of the TMI – known as the ‘top deck’ – to isolate the activities and behaviours of the top-performing learning organisations. Throughout this report we reflect on the behaviours of the top deck organisations.

For further information about the Towards Maturity Benchmark Study, go to www.towardsmaturity.org/2014benchmark

Figure 13: Towards Maturity Model



References

CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2015) *HR Outlook: Winter 2014-15: views of our profession*. London: CIPD.

CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2014) *Learning and development*. Annual survey report. London: CIPD.

LOON, M. and STUART, R. (2014) *L&D: new challenges, new approaches*. London: Chartered Institute of Personnel and Development.

STUART, R. (2014) *Neuroscience in action: applying insight to L&D practice*. London: Chartered Institute of Personnel and Development.

TOWARDS MATURITY. (2014) *Modernising learning: delivering results*. 2014-15 Towards Maturity benchmark report. London: Towards Maturity.



CIPD

Chartered Institute of Personnel and Development
151 The Broadway London SW19 1JQ United Kingdom
T +44 (0)20 8612 6200 **F** +44 (0)20 8612 6201
E cipd@cipd.co.uk **W** cipd.co.uk

Incorporated by Royal Charter
Registered as a charity in England and Wales (1079797) and Scotland (SC045154)
Issued: April 2015 Reference: 6941 © CIPD 2015