



Bridging the L&D divide

How collaborative is your
learning and development

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Introduction

Welcome to Bridging the Learning & Development Divide. Since Kineo became part of the City & Guilds Group in 2012 and began working with organisations to help improve their learning and development, we have identified that there is often a divide between HR and Learning & Development functions, with little collaboration between the two.

We commissioned this report to find out why this happens, how common it is, and to identify potential benefits to organisations who streamline their approaches, joining the organisational dots.

With managers and leaders more interested than ever in understanding the effectiveness of training, it's becoming increasingly important for HR and Learning & Development functions to collaborate to increase efficiencies and deliver a greater return on investment for the business.

Our research shows that there is a significant divide in responsibility for training within businesses. Teams and departments within HR and L&D need to work together more effectively if they are to drive better business results. This collaboration will encourage better talent

management, help to close skills gaps and ensure a uniform approach to skills development for employees.

I would like to thank everyone who has contributed their time and experience to our research as well as the team who helped to put this report together.

We're passionate about learning and development and we love to share our views. We're always happy to have a conversation so if what we've discussed in this report impacts on your organisation, please get in touch. Our door (or inbox!) is always open.

Matt Johnson
Managing Director
City & Guilds Kineo

“TEAMS AND DEPARTMENTS WITHIN HR AND L&D NEED TO COLLABORATE MORE EFFECTIVELY IF THEY ARE TO DRIVE BETTER BUSINESS RESULTS.”



Executive summary

This report was commissioned to gauge trends in employers' use of learning and development (L&D) tools and technologies, and to identify core issues in the organisation structures that cause unnecessary budget spend and complex training structures. It's clear from the findings of the report that organisations with a more integrated L&D approach see better results and realise dramatic cost savings. However, there's more to do to get organisations moving towards a more joined-up approach when it comes to overall organisational training.

Split Responsibilities for Training

HR departments are most likely to have responsibility for training in the companies we surveyed, followed by L&D departments. Split responsibility is common with 57% of companies having at least two departments with some responsibility for training. One in five organisations has at least three departments all taking some responsibility for training. Budget responsibility is also split, although to a lesser extent: 46% of companies have at least two departments which set budgets for training.

Skills for New Technologies

The introduction of new learning technologies to organisations often isn't matched by the training of internal L&D staff, making it a challenge for technologies to be rolled out more widely across the business.

The manner in which learning technology is used to facilitate knowledge sharing and learning in organisations is important, as it has been noted that technology can be a disruptive influence on culture and processes if implemented incorrectly.

Organisational Barriers

When it comes to implementing learning solutions, the benefits of collaboration are undeniable. Some of the key benefits include cost reduction through minimised duplication, standardisation of approaches and facilities for shared reporting.

Integrated Tools and Devices

The key organisational barriers to adopting L&D tools include insufficient resources, lack of knowledge management processes, and a lack of support from management. In order to remove the barriers to implementation of shared solutions, organisations must focus on more effective communication across the business and clearly defined lines of responsibility. However, these benefits don't appear to be adequately understood or communicated. When asked what support might be needed to implement shared learning solutions we received a range of suggestions, including:

- More support from management
- More time for training
- More trainers and/or staff in their team
- Better/different resources/tools
- Better IT infrastructure
- More funding and improved communication
- A centralised training budget

The four key elements that interviewees felt would enable the implementation of shared learning solutions in their organisations were:

- Communication
- Clearly identified lines of responsibility
- Leadership
- Organisational structure

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What is integrated learning, and why is it good for business

Integrated learning and development (L&D) practices help organisations to manage talent, close skills gaps, ensure training budgets are focused where they are most needed and ensure a uniform approach to skills sets.¹ A report by Towards Maturity notes that organisations with aligned learning and business strategy are more than four times as likely to report increased revenue, improved productivity, staff engagement and retention.² Integrated L&D is when organisations have integrated their learning and development methods and processes with business strategies and goals. One study finds that ‘given that learning and development, performance management, succession planning and talent management are all interdependent, there is great value in having integrated systems’.

¹<http://www.ballidys.com/Documents/Hints%20and%20Tips/Organisational%20Development%20in%20the%20role%20of%20L%20and%20D.pdf>

²<http://www.towardsmaturity.org/article/2014/05/01/Towards-Maturity-aligning-learning-business-2014/>

Impact and Best Practices

A survey by the Aberdeen Group found that 73% of the highest performing organisations³ had integrated learning with their overall business strategy. Moreover, up to 80% of the highest performing organisations had integrated L&D with other aspects of the organisation, such as recruitment, onboarding, performance management and succession management. Their survey identified five characteristics for best practice in integrated L&D:⁴

- **Process:** processes in place that helps to identify knowledge gaps and allows for workforce collaboration and knowledge sharing
- **Organisation:** defined career paths for employees at all levels in the organisation
- **Knowledge:** organisation identifies and takes inventory of all existing learning resources. Defined workforce competencies for each job role and career path
- **Technology:** wide selection and effective deployment of appropriate technological tools. Use of technology to assess and track the usage of learning
- **Performance:** structures in place to measure the impact of L&D programmes beyond the reaction of participants.

THE MAIN CHALLENGES BUSINESSES FACE WITH COLLABORATION

Lack of information



Insufficient support from management

Insufficient resources



The introduction of new technologies being restricted by internal skills gaps

Split responsibility for training



Limited functionality between platforms and devices

Limited funding



Lack of knowledge management processes

³ Highest performing organisations being distinguished as those with the best compliance rates, employee performance, workforce retention, and employee time-to-productivity.

⁴ http://fm.sap.com/data/UPLOAD/files/Achieving_Real_Business_Value_with_Learning_and_Development.pdf

What is integrated learning, and why is it good for business

The report identifies three further factors that can encourage improvement in performance:⁵

- identify stakeholders that can benefit from learning (only 50% of organisations surveyed currently did this).
- Identify and assign specific quantifiable metrics to learning.
- Promote the success of learning programmes (only 32% of organisations surveyed did this).

Key findings

The Importance of Integration Integration

of L&D solutions can have a significant impact on organisations which adopt such practices; integrated L&D practices help organisations manage talent, close skills gaps, ensure training budgets are focused where they are the most needed, and ensure a uniform approach to the development of skills across the business. Best practice in integration includes defining career paths for employees at all levels; wide selection and effective deployment of technological solutions; and structures in place to enable employers to measure the impact of their programmes beyond the reaction of participants.

Organisational Structures

There are four main types of structure for HR and L&D: centralised, decentralised, matrix/ shared services and outsourced.

Centralised: Functional areas of HR or L&D departments have responsibility for designing and implementing policies across the organisation.

Decentralised: Characterised by HR and/or L&D responsibilities being devolved across different departments and/or business units. Each department or unit operate independently of one another.

Matrix/Shared Services: HR and L&D departments work to gain benefits from both centralisation and decentralisation. Departments share resources but act independently of each other.

Outsourced: HR and/or L&D processes and functions are outsourced to external providers.

The majority of large, multi-divisional companies are highly matrixed businesses; whereas centralised or outsourced models are more prevalent in small or single businesses. Research from various sources suggests that companies are moving towards a more centralised delivery model.

Main challenges businesses are facing

Split responsibility for training is common: Over half of the companies we surveyed have at least two departments with some responsibility for training. This means ownership of shared learning solutions is not clear, and less likely to be easily implemented across the business.

The introduction of new technologies is restricted by internal skills gaps: if the technical skills needed are currently missing from L&D staff, it is likely to prove challenging for companies to introduce new technologies more widely.

Organisational barriers to adopting L&D tools: include insufficient resources, lack of information, lack of knowledge management processes, and lack of support from management.

Lack of funding and resources is an ongoing, key challenge for many organisations looking to implement learning technologies across the business.

Functionality across platforms and devices: Organisations need to have L&D tools that can be integrated and used broadly. This is becoming more important for businesses, particularly those using mobile learning and operating across a wide geographic area.

How To Move Forward

Organisations need to work better together: The benefits and value of shared learning solutions need to be communicated within organisations. Some of the key benefits include cost reduction through minimised duplication, standardisation of approaches, and facilities for shared reporting.

The value of learning investment needs to be proven: Organisational managers and leaders are more interested than ever in understanding the effectiveness

of training; this is particularly significant in order to secure funding. By adopting an integrated L&D approach, organisations have a clearer picture of the overall business learning approaches, and can therefore more clearly see impact and results across the board.

Shared learning solutions can prove beneficial: Some of the key factors for enabling implementation of shared learning solutions within an organisation include:

- More effective communication across the business
- Clearly defined lines of responsibility, ensuring accountability and reduction of duplication
- Improved leadership and organisational structure

“GIVEN THAT LEARNING AND DEVELOPMENT, PERFORMANCE MANAGEMENT, SUCCESSION PLANNING AND TALENT MANAGEMENT ARE ALL INTERDEPENDENT, THERE IS GREAT VALUE IN HAVING INTEGRATED SYSTEMS”

How to move forward?



ORGANISATIONS NEED TO WORK BETTER TOGETHER



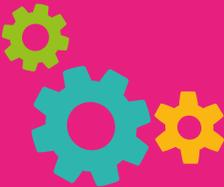
PROVE THE VALUE OF LEARNING INVESTMENT



MORE EFFECTIVE COMMUNICATION



CLEARLY DEFINED LINES OF RESPONSIBILITY



IMPROVED SUPPORT FROM LEADERSHIP



COST REDUCTION THROUGH MINIMISED DUPLICATION, STANDARDISATION OF APPROACHES AND FACILITIES FOR SHARED REPORTING



HELPS TO SECURE FURTHER INVESTMENT FOR TRAINING



GREATER PROPENSITY FOR COLLABORATION



REMOVING CONFUSION FOR THE REST OF THE BUSINESS ON WHO TO COLLABORATE WITH



LEADING BY EXAMPLE

3

Outlining the challenge

With HR and L&D under increasing pressure to prove value to the business, the need to streamline operations and become more efficient is growing.

Organisational managers and leaders are more interested than ever in understanding the effectiveness of training; this is particularly significant when securing funding for training. But how can you do this when your training is fragmented, or split across departments? Our research highlights a number of challenges for organisations caused by split training responsibilities.

There is a significant split in departmental responsibility for training, and a slightly lesser one for departmental training budgets: 57% of companies have at least two departments with some responsibility for training which undoubtedly leads to an element of confusion and complexity.

Structures for Training and Training Budgets

Training Responsibility

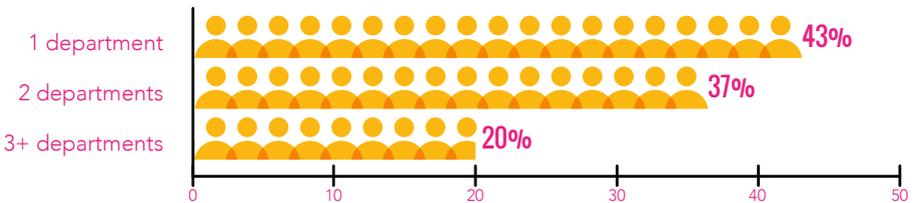
In our survey, we asked respondents to identify the departments that have responsibility for training within their organisation. Human Resources most frequently holds this responsibility, followed by Learning and Development.

We've found that 37% of companies have at least two departments with some responsibility for training and one in five

have at least three sharing responsibility for training. On top of that, it's clear no one organisation is the same, with interviewees citing a range of different approaches when training responsibility is shared across business units.

These figures highlight the gap between the different functions. Whilst some organisations might achieve the 'nirvana' of collaboration with this setup, there is often no one with responsibility for this and, as a result the functions operate separately rather than as part of a wider strategy.

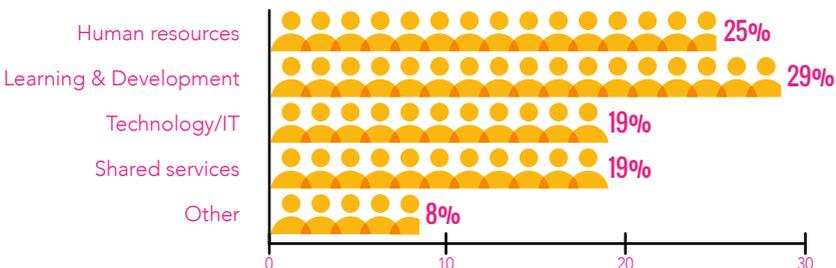
NUMBER OF DEPARTMENTS WITH RESPONSIBILITY FOR TRAINING⁶



Training Budget Responsibility

The responsibility for training budgets is equally as fragmented as the responsibility for training.

DEPARTMENTS WHICH HAVE BUDGETS FOR TRAINING⁷



⁶ Findings from survey, March 2015

⁸ Ibid.

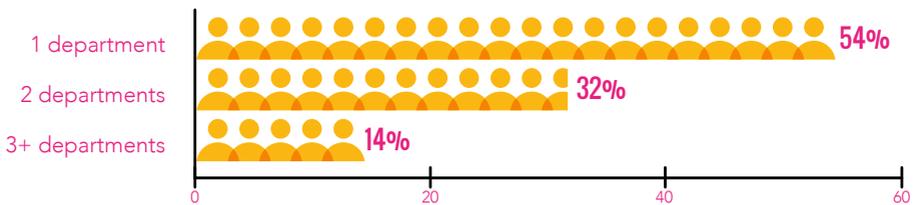
⁷ Findings from survey, March 2015

⁹ Interviews, March 2015

Survey respondents were also asked to identify the departments with responsibility for budgets that cover training. 29% of respondents noted that responsibility for training budgets lie with the Learning & Development team. 25% of

those surveyed noted that the responsible department is the HR department, with 19% of respondents stating that technology/IT and shared services hold budgetary responsibility for training.

NUMBER OF DEPARTMENTS WITH BUDGETS FOR TRAINING⁸



Of those asked, 46% of companies have at least two departments which set budgets for training. One interviewee from the finance sector said that different business units within her organisation have their own training budget within the business

unit cost centre; in addition to this, there is a central L&D budget that is accessed by all units. Another interviewee from the retail sector commented that certain budget decisions were made at the company board level.⁹

57%

of companies have at least two departments with some responsibility for training

46%

of companies have at least two departments with budget responsibility for training

THIS LACK OF COLLABORATION LEADS TO:

- INCREASED COSTS
- LACK OF INTEGRATED TECHNOLOGY
- DUPLICATION OF WORK
- SHARED REPORTING
- NON-STANDARDISED APPROACHES
- LACK OF OVERSIGHT

IMPROVING ORGANISATIONAL ALIGNMENT IS CRUCIAL TO ORGANISATIONAL SUCCESS AND CAN HELP TO DRIVE COSTS DOWN

4

Modernising learning with technology

Perhaps unsurprisingly, technology departments are the most likely to use externally developed L&D tools, followed by L&D departments and shared services departments. HR departments are the least likely to use externally developed tools.

In many organisations, technology was the initial driving force for knowledge management practices and strategies,¹⁰ and is seen as a necessary component to facilitate learning at all levels of an organisation. One study described the relationship between learning technology and organisational learning as twofold: on the one hand, the use of technology supports learning processes and increases learning capacity, while on the other hand, organisational learning facilitates the adoption and implementation of new technology.¹¹

Technology can also be used to help map areas of organisational knowledge, through uncovering hidden areas of knowledge, or by identifying gaps.

The manner in which learning technology is used to facilitate knowledge sharing

and learning is important, as it has been noted that technology can be a disruptive influence on culture and processes if implemented incorrectly.¹²

A 2014 report by the UK Commission for Employment and Skills (UKCES) notes that 48% of employers provided training in new technology in 2013 with learning technology accounting for 19% of annual training budgets.¹⁴ It's also interesting to note that organisations' preferences for different learning technology tools and solutions are changing with the use of LMS and blended learning growing. Organisations are increasingly using social media to create virtual learning environments¹⁵, although only 15% of organisations report having the skills in-house to do so effectively.¹⁶

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So, what's holding organisations back?

4.2 Funding for Learning & Development

A CIPD report notes that there has been a decrease in the median annual training budget per employee in the UK, from £303 in 2013 to £286 in 2014. The biggest decrease is in the public sector, where government budget cuts are making it increasingly difficult for public sector organisations to find funding for training. A 2014 report by the UK Commission for Employment and Skills notes that organisations are attempting to do more for less when it comes to training: despite an increase in the number of employees trained (55% in 2011 to 62% in 2013), the average training investment per person trained has fallen by as much as 17%. The more for less trend continues overall, with total employer investment in training falling by 5% in the same period

There are significant variations in terms of the size of training budgets across different organisations and sectors. For example, larger organisations spend less on training per employee. Moreover, training budgets tend to be significantly smaller in public sector organisations compared with private sector organisations.¹⁷

Training budgets in the majority of organisations cover external conferences and courses, hiring of external trainers and consultants) and training manuals and materials. However, less than half of organisations report that training technology¹⁸, psychometric assessments and diagnostics are included in training budgets. Only 35% of organisations surveyed by the CIPD reported covering integrated elearning and learning management systems in training budgets.¹⁹

¹⁰ <http://www.kmworld.com/Articles/Editorial/What-is-.../What-is-KM-Knowledge-Management-Explained-82405.aspx>

¹¹ <http://www.dva-postal.org/smsah/get/dva2-121404/EU1LTEXT01.pdf>

¹² <http://www.knowledge-management-tools.net/different-types-of-knowledge.html>

¹³ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/327492/evidence-report-81-ukces-employer-skills-survey-13-full-report-final.pdf

¹⁴ <http://towardsmaturity.org/article/2014/11/05/modernising-learning-delivering-results-2014/>

¹⁵ <http://www.lancaster.ac.uk/media/lancaster-university/content-assets/documents/lums/cphr/LDWP.pdf>

¹⁶ <http://towardsmaturity.org/article/2014/11/05/modernising-learning-delivering-results-2014/>

¹⁷ http://www.cipd.co.uk/binaries/learning-and-development_2014.pdf

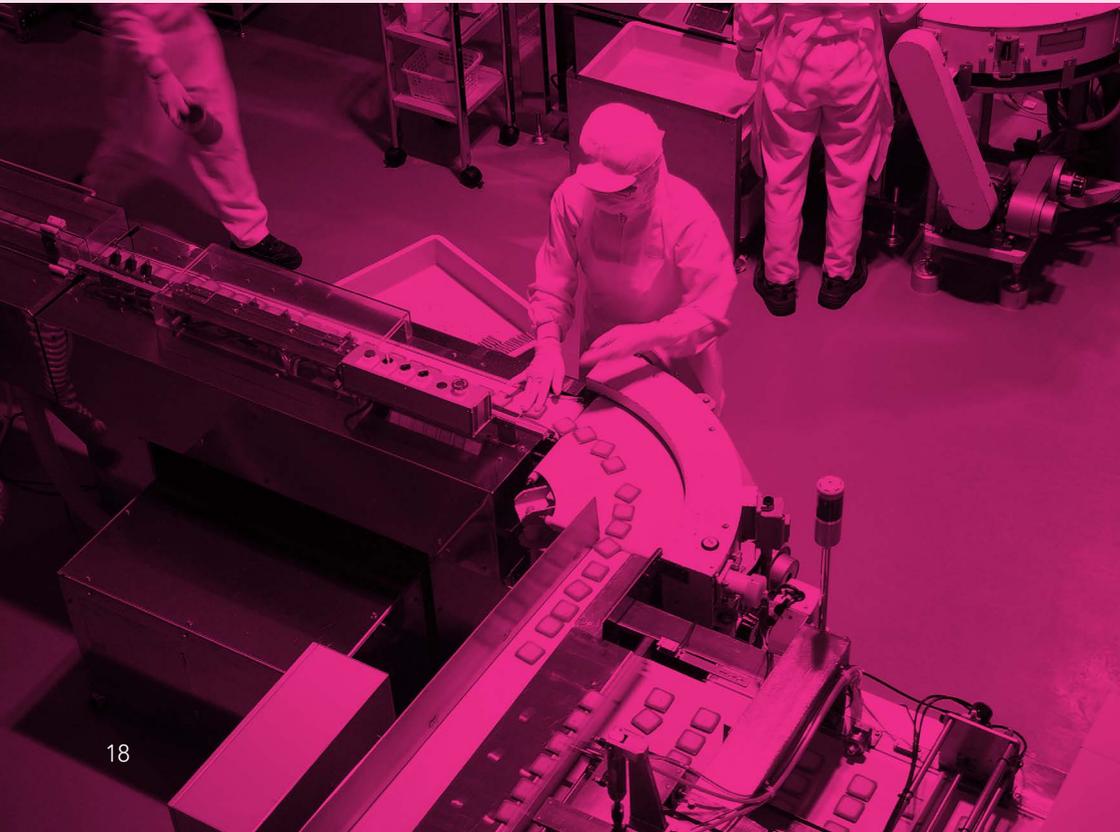
¹⁸ The report does not state what tools and methods are included in the definition of 'training technology'.

¹⁹ http://www.cipd.co.uk/binaries/learning-and-development_2014.pdf

So, what's holding organisations back?

Case study

A food products company found that their decentralised organisational structure, including devolved L&D budgets in six training teams, led to a proliferation of training courses, and a lost sense of purpose for L&D. After embarking on a transition towards centralised structure, where all L&D activity was consolidated under one central function, the organisation was able to take out 25% of their budget.²⁰



HR and L&D Structures – A Complex Training Approach

The purpose of this section is to explore how learning and training are co-ordinated within different organisations, as well as departments and business units. Following on from our research, it's clear that there are a wide variety of approaches which we can distinguish into four basic organisational structures relating to HR and L&D: centralised, decentralised, matrix/shared services model, and outsourced.²¹ For decentralised organisations, the responsibility for HR and/or training is devolved across different departments or business units. Each department or business unit may have the responsibility for delivering certain aspects of training within the organisation, such as IT training or training that is relevant to the specific functions of the business division.

This was the case for one of the interviewees that we spoke with: 'I manage it from a central point of view, but [...] there is a degree of learning that happens, that I don't necessarily get to know about – it's done at local business area level'.²² It appears the majority of large, multi-divisional companies are highly matrixed businesses – it is currently estimated that up to 75% of large companies follow a matrix/shared services model.

Centralised or outsourced models tend to be more popular and effective in small or single businesses.²³ One reason for this is that such companies tend to be too small to allow for a centralised or

shared services model, as they have few departments and business divisions and lack the resources needed to execute this model effectively. Centralised functions have been argued to be more cost-effective, provide better oversight, increase the visibility of L&D within organisations, and lead to more purposeful training. Centralised structures also help facilitate the delivery of integrated L&D, due to key systems and processes being located in one place.

That being said, a matrix structure making the most of centralised and decentralised approaches may allow for the delivery of more targeted and tailored training across an organisation. Some business divisions may have specific training needs that can only be delivered on a localised basis within the organisation. For example, one of the interviewees we spoke with said that certain teams within her organisation required a level of bespoke training that could not be met by training delivered across the organisation; 'our teams are very different in terms of what they need and want to have'.²⁴

²⁰ <http://www.lancaster.ac.uk/media/lancaster-university/content-assets/documents/lums/cphr/LDWP.pdf>

²¹ <http://www.emeraldinsight.com/doi/abs/10.1108/14754391211216850>

²² Interviews, March 2015

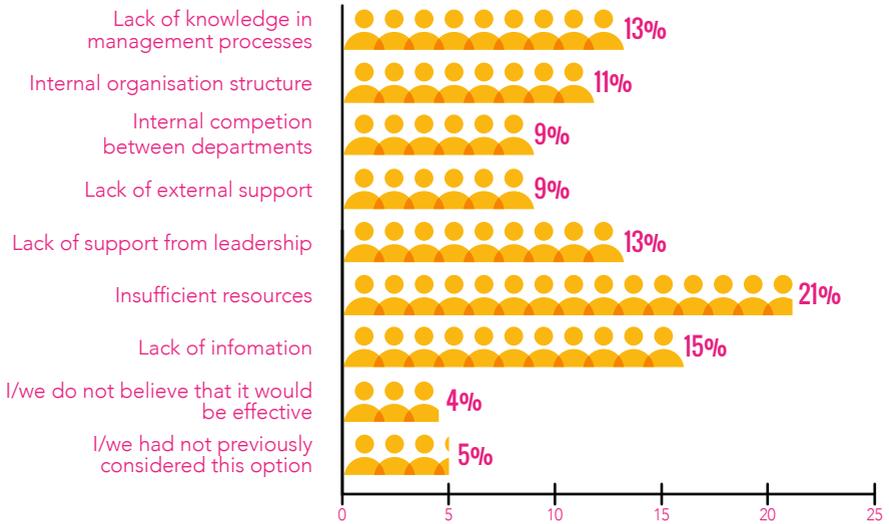
²³ Ibid

²⁴ Interviews, March 2015

So, what's holding organisations back?

Why Aren't We All Sharing?

BARRIERS TO WIDESPREAD ADOPTION OF L&D SHARING²⁵



Over half of those surveyed cited insufficient resources as the key barrier to adopting a shared learning solutions approach, followed by lack of information, lack of knowledge management processes and lack of support from leadership and management.

One interviewee from the care sector said that their organisation's hierarchical structure had prevented the implementation of shared learning solutions. They also identified a lack of support from other departments as a key issue. Another interviewee said that shared learning solutions were difficult to implement due to key data being located in many different places and systems.²⁶

Despite these barriers, it appears that there is potential appetite for adoption of a shared services approach to organisational training, however it appears that the organisational buy-in is lacking, or the complexity of the organisation itself can have a significant limiting factor. Further barriers to the widespread adoption of L&D tools include: the lack of funding/resource; the lack of management support; apathy of learners; fragmented training; problems with adopting new technology; and employees finding time to undertake courses.

Organisational barriers to shared learning solutions could also arise as a result of disagreement about whether knowledge management and sharing practices should be people-driven or technology-driven.²⁷

²⁵ Findings from survey, March 2015

²⁶ Findings from survey, March 2015

²⁷ Interviews, March 2015

6

Integrated tools & devices – the future?

HR departments are the least likely to use any of the various L&D tools available, while technology departments are the most likely to use such tools. L&D and shared services departments fall between the two.

While 43% of organisations see the need to align their workforce with business objectives and strategies as the number one pressure driving L&D²⁸, a lack of perceived integration between L&D practices and aspects of HR management may cause barriers to shared learning solutions.

The industry seems to be saying the same thing, with the recent CIPD Learning and Development report commenting that 'there is a risk that L&D may still be operating as a silo in some organisations'. One of their surveys found that less than two-thirds of respondents believe that L&D processes are integrated with other aspects of HR management, such as recruitment, performance, management or reward.

Improving Support To Implement Shared Learning Solutions

The benefits of shared learning solutions include cost reduction, standardisation of training approaches, and facilities for shared reporting, but this doesn't seem to be adequately conveyed and communicated within organisations

When asked what support our survey respondents might need in order to implement shared learning solutions across their organisations they had a range of suggestions:

- More support from management
- More time for training
- More trainers and/or staff in their team
Better/different resources/tools

Integrated tools & devices – the future?

- Better IT infrastructure
- More funding and improved communication
- A centralised training budget

Further suggestions for staff support in implementing shared learning solutions include: taking a structured approach; access to 'more trained people in local teams'; more advanced technology; awareness of solutions; better systems support; better understanding of users; more intra-departmental contact; external advice; hands-on video links; and greater intranet usage.

So what elements will help shared learning solution implementation?

Interviewee respondents were asked to identify the key elements that would enable the implementation of shared learning solutions within their organisations. Four factors were identified as being important:²⁹

Communication: The importance of effective communication was stressed by several respondents, ensuring departments are on the same page. They cited this as critical in order to implement shared learning solutions.

Clearly defined lines of responsibility: It was noted that clear lines of responsibility and accountability are absolutely crucial to effective sharing of L&D solutions.

Leadership: Leaders are key to creating shared L&D solutions, with one

respondent saying their organisation had been 'united by common goals' and encouraged to share L&D solutions as a result of having leaders who valued collaboration.

Organisational structure: Several of those asked noted having the organisational structure of a small shared services team encouraged shared learning solutions because responsibility had to be shared across different sites. Similarly, another individual said that having a small HR team had facilitated shared learning solutions within the organisation.

Future Trends

Greater Integration of L&D Activity and Business Strategy

The CIPD Learning and Development report notes that learning and development functions are becoming increasingly professionalised, characterised by a greater shift towards integration with business, as well as increased recognition of the importance of business impact evaluation.³⁰ Integrating Knowledge Management with business strategy and intelligence is seen as representing 'not only a new trend in IT, but a necessity'.³¹

Employers should execute similar business standards when they decide on a new training investment, just as they would for other investments such as buying new machines or pieces of property.³² One survey found that 65% of organisations anticipate that L&D activity will become more closely aligned with business

²⁹ <http://www.ponatharkettellborough.com/wp-content/uploads/2014/09/AlignmentPack.pdf>

³⁰ Interviews, March 2015/27 Interviews, March 2015

³¹ http://www.cipd.co.uk/binaries/learning-and-development_2014.pdf

strategy in the future³³, which was also a key defining theme in the City & Guilds Kineo 2014 Learning Insights Report.

Changing the context in which L&D is viewed means that L&D professionals need to constantly assess their approach to ensure their methods are supporting workforce needs. When it comes to organisational training, businesses that achieve better workforce alignment enjoy a 77% increase in employee productivity.³⁴ The HR Magazine notes seven main changes taking place that reflect a more strategic and integrated approach to L&D:³⁵

- 'Greater emphasis on the measurement and analysis of the inputs and outcomes of development interventions.
- L&D departments working more closely with line managers to upskill them in how to identify their training needs, create L&D plans and follow up programmes to embed learning.
- Investment in management training is supporting talent development and retention, while upscaling and encouraging more facilitative approaches amongst more experienced managers.
- Stronger dialogue with managers helps to align future programmes with anticipated skills gaps.
- More robust and objective evaluation of existing programmes being undertaken to establish which offer

value for money and added value to the business.

- Clearer longer term succession planning and better identification of those employees that could fill vacancies with some training and support.
- Seeking ways to enhance the efficiency of programmes by linking with live priorities'.

Shared Learning Solutions Integrated L&D

Survey respondents were asked whether or not they plan to implement shared learning solutions across the organisation in the future. 53% of respondents responded 'yes, by implementing internal structures/tools'; 30% responded 'yes, by using externally sourced structures/tools'; and 16% said 'no', they were not planning to implement shared learning solutions across the organisation in the future.³⁶

Many organisations still have a long way to go before they can fully embrace fully integrated L&D solutions but, promisingly, it seems that inroads are being made towards collaboration with increasing adoption of technology and the implementation of better processes and tools.

31 <http://revistaie.ase.ro/content/48/ALBESCU%20Felicia%20%26%20PUGNAN%20Irina%20%26%20PARASCHIV%20Dorel.pdf>

32 <http://business.eku.edu/sites/business.eku.edu/files/files/kbea/TRAINING%20SYSTEMS%20MODEL%202012.pdf>

33 <http://www.trainingzone.co.uk/topic/leadership/ld-needs-become-more-business-savvy-survive>

34 <http://www.jonathankettleborough.com/wp-content/uploads/2014/09/Alignment-Pack.pdf>

35 <http://www.hrsmagazine.co.uk/static/skills-shortage-loomng>

36 Survey, March 2015

7

10 top tips to start you on the road to collaboration

While it's clear that there isn't a one-size-fits-all solution for cross-team collaboration between HR and L&D, this report and its findings highlights how critical better organisational alignment is to the success of businesses – whatever form that takes. Here's our 10 top tips to start you on the road to collaboration.

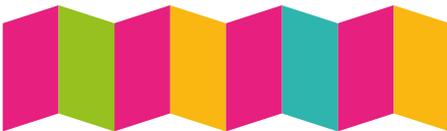
1 Plan Plan Plan

Working together won't just happen by accident – management needs to make a conscious effort to ensure that solutions are fit for use across the whole business and integrate with legacy systems (and if that isn't possible, plan how to work around it).



2 Consolidate budgets

Whilst it's important to make sure there are clear lines of responsibility for different types of training, to ensure purchases are efficient and collaborative consider consolidating all of these budgets under the responsibility of one individual or team.



3 Product champions

Managers and leaders are busy people and it's unlikely that they'll be able to get involved in every project, so it's essential to nominate product champions who can drive projects forward.



5 Prove return on investment

Identify your success measures before you start and continue to refer back to them as you move towards shared solutions and collaboration to make sure that you stay on track..

4 Training for new technology

Managers and leaders are busy people and it's unlikely that they'll be able to get involved in every project, so it's essential to nominate product champions who can drive projects forward.



6 Build bridges

Good relationships are fundamental to improving collaboration and implementing shared solutions. As an organisation try to foster these relationships.

7 Reaccess your structure

This isn't an easy one, but if you're serious about collaboration then consider reassessing your organisational structure to generate efficiencies and improve oversight of L&D in your organisation.



homework and conduct a fresh training needs analysis. What was suitable for your organisation two years ago may no longer be fit for purpose.



8 Shout about the good stuff

Rather than hoping that the rest of the business will share your vision and fully understand the benefits that increased collaboration will bring, showcase great examples of when it has worked for the benefit of the organisation and what those benefits were.



10 Lead by example

Leaders and managers are integral to creating a culture of collaboration in any business. And, while supporting its implementation is a good start, the key to organisational transformation is to lead by example.



9 One size does not fit all

Before setting out on the road to shared solutions, make sure you do your

8

Methodology

Desk Review

The desk review entailed a short review of organisational learning and development practices, with particular focus on the UK context. This stage sought to identify common structures for HR, L&D and technology functions across organisations and between sectors.

Survey

A learning and development survey was administrated via SurveyMonkey through an external sampling agency (Survey Sampling International). There were a total of 226 responses to the survey from three broad sector groupings: industry, services and public sector.³⁷ Over 40% of survey respondents were from companies with more than 1,000 employees; a fifth of respondents' company size was between 100 and 249. Questions were asked about company department, sector and size; responsibility and budgets for L&D; L&D methods supported by the company; L&D tools used by the company; use of shared learning solutions; and support structures/barriers to implementing shared learning solutions.

Interviews

We conducted interviews with 15 stakeholders from HR, L&D and Technology departments at companies operating in six different sectors: finance, hospitality, retail, care, logistics, and travel and tourism. Interviews took place after the main results from the survey had been collated, in order to explore points raised in the surveys in further detail. Questions were asked about the use of technology for L&D; the responsibility for training within the organisation; the use of shared learning solutions; support structures and barriers to implementing shared learning solutions; priorities for L&D solutions; and costs.

Analysis

Survey responses were analysed using a combination of Excel and dedicated statistical analysis software. In some cases, data was recoded to allow for more detailed tests and calculations to be run (see appendix for more detail). Individual stakeholder interviews were recorded (with the interviewee's permission) and annotated. Interview transcripts were then reviewed and analysed according to key

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patterns and themes within and across employer sectors. In order to ensure the consistency and accuracy of the analysis, findings from the survey and stakeholder interviews were triangulated with findings from the desk review using a mixed methods approach.

Survey Method

The learning and development solutions survey was administered via SurveyMonkey through an external sampling agency (Survey Sampling International). There were a total of 226 responses to the survey; the minimum number of responses received for each (non-branched) question was 200. Questions were asked covering company department, sector and size; responsibility and budgets for L&D; L&D methods supported by the company; L&D tools used by the company; use of shared learning solutions; and support structures/ barriers to implementing shared learning solutions.

Where respondents selected more than one answer in categories for which one answer was more appropriate for the analysis (e.g. company sector or company department), the first answer selected was chosen. Where respondents could select multiple answers, absolute numbers are provided (as opposed to percentages).

Responses were analysed using a combination of Excel and dedicated statistical analysis software. In some cases, data was recoded to allow for more detailed tests to be run:

- Company size was recoded into two groups (medium sized companies: 50-249 employees; and large companies: 500+ employees).
- Company sector was recoded into three broad sector groupings: industry, services and public sector.³⁸
- L&D methods were recoded into four groupings: elearning, in-person training and mentoring, blended learning, and apprenticeships.³⁹
- L&D tools were recoded into five groupings: standard applications, elearning, diagnostics/TNA, information systems and other.⁴⁰
- Barriers were recoded into four groupings: process barriers, resource barriers, structural barriers and people barriers.⁴¹

With the main tests, we used the detailed categories as covered in the original survey. The more detailed tests looked for statistically significant differences between groups (respondents' department, company size and company sector) in their responses. For these more detailed tests, it was necessary to use the broader categories/groupings; respondent numbers would otherwise have been too small to run valid tests.

Additional calculations were run on the data; for example, we calculated the number of departments with split responsibility for training and budgets.

Survey Respondent Profile

Company Size

Over 40% of survey respondents were from companies with more than 1,00 employees; a fifth of respondents company size was between 100 and 249.

Number of Employees	No.	Percentage %
50-99	39	17.6
100-249	45	20.4
250-999	41	18.6
1000+	96	43.4
Total	221	

38 Industry: Energy, Water, Mining & Utilities, Manufacturing, and Technology, ICT and Telecoms. Services: Care, Entertainment, Finance, Hospitality, Logistics, Manufacturing, Professional Services, Retail, Travel and Tourism; and Wholesale.

39 In-person training and mentoring grouped: in-person training, internal; in-person training, external; and mentoring. Remaining groups were as they were in the original survey.

40 Standard applications: spreadsheets and databases; information systems: LMS and funding management/MIS; other: e-portfolios, ROI, paper-based tools and other. Remaining groups were as they were in the original survey.

41 Process barriers: lack of knowledge management processes; resource barriers: lack of information, insufficient resources; structural barriers: internal organisation structure; people barriers: lack of external support; lack of support from leadership and management; internal competition; I/we do not believe that it would be effective; I/we had not previously considered this option.

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Company Sector

The public sector drew the largest pool of respondents (18%); the percentage of respondents from the manufacturing

and engineering and professional services sectors numbered 14% and 13% respectively. Those sectors less well represented were the travel and tourism and wholesale sectors (at 2% each).

Employees sector	No.	Percentage %
Care	20	8.8
Energy, water, mining & utilities	10	4.4
Entertainment & Media	6	2.7
Finance	29	12.8
Hospitality	11	4.9
Logistics	8	3.5
Manufacturing & Engineering	32	14.2
Professional Services	30	13.3
Public sector	40	17.7
Retail	18	8.0
Technology, ICT & Telecoms	14	6.2
Travel & Tourism	4	1.8
Wholesale	4	1.8
Total	226	

Respondents' Department

Where people selected 'Other', it was generally in addition to one of the main departments outlined above. The most commonly selected other department

was Operations (10 respondents), suggesting that CGK may want to consider engaging with Operations departments in addition to the ones listed above.

Employees Department	No.	Percentage %
HR	81	35.8
Learning & Development	44	19.5
Technology/ IT	55	24.3
Shared Services	46	20.4
Total	22	

Interview Respondent Profile

Sector	Job title
Finance	<ul style="list-style-type: none"> Learning & Development Manager
Hospitality	<ul style="list-style-type: none"> Learning & Development Head of Education, Skills & Employment Organisational Development Manager HR Director
Logistics	<ul style="list-style-type: none"> Technology Manager Senior L&D Specialist
Retail	<ul style="list-style-type: none"> Technology Manager Learning Development Manager
Care	<ul style="list-style-type: none"> Leadership & Development Manager Training & Development Manager Learning & Development Manager
Travel and Tourism	<ul style="list-style-type: none"> Learning & Development Manager Head of HR HR Manager

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