

**Broadcast Equality and Training  
Regulator Limited (BETR Ltd)**

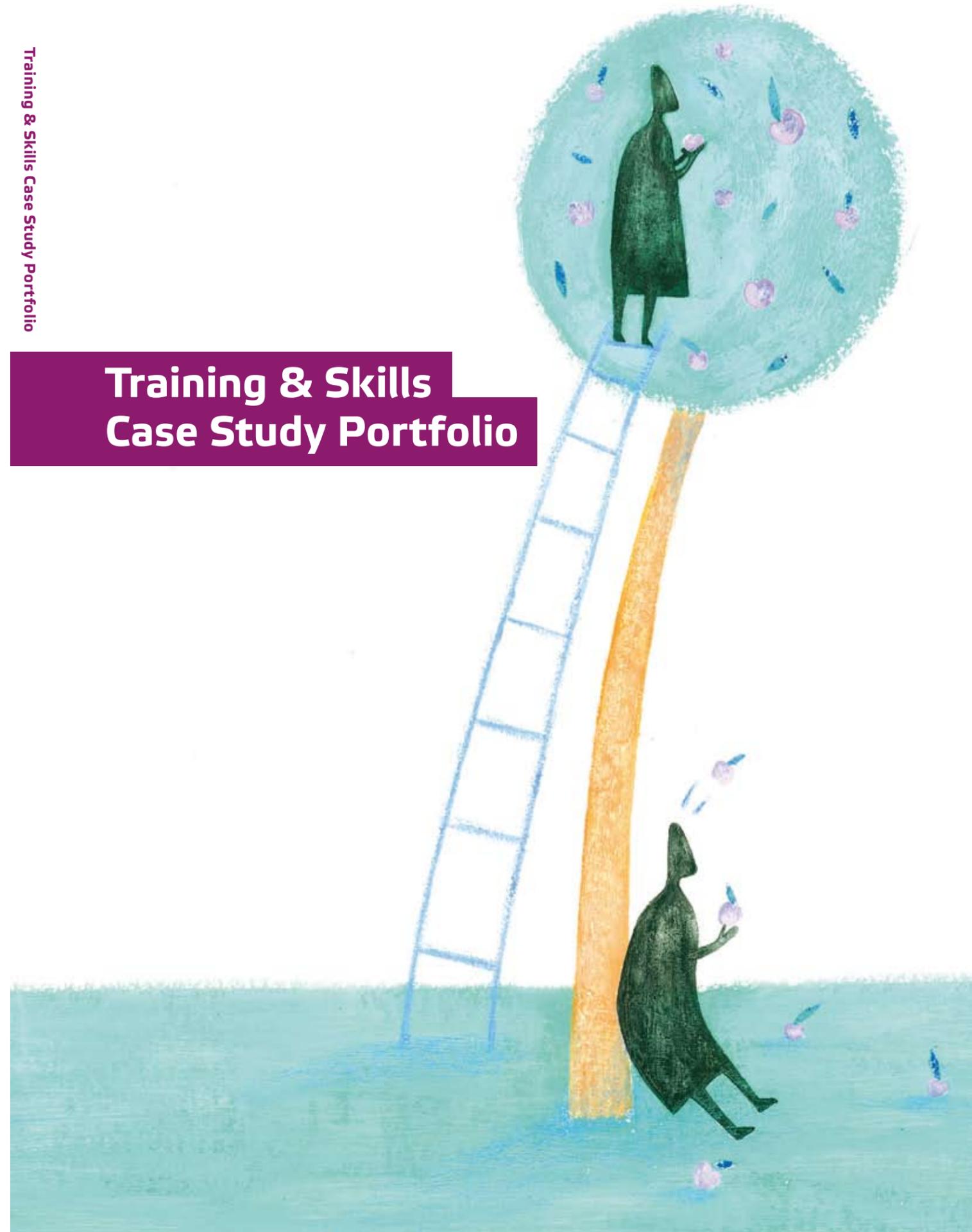
Riverside House  
2A Southwark Bridge Road  
London SE1 9HA

**Tel:** 0844 561 1675

**Email:** [info@betr.org.uk](mailto:info@betr.org.uk)

**Web:** [www.betr.org.uk](http://www.betr.org.uk)

# Training & Skills Case Study Portfolio



## Good Practice Case Studies

**We have identified many areas of strong performance and good practice throughout the validation process, and have captured case studies from individual broadcasters to demonstrate the breadth of experience and innovation with regard to training and development in the media sector.**

This portfolio captures the good practice provided by broadcasters, in their own words. Most report on training programmes that are still active. However, we have included some historical case studies (denoted by **H** on the key). These reflect training programmes that are no longer active but still offer an example of good practice.

In all cases, broadcasters who provided contact details can be called to discuss their case study.

### Strand Key (for full grid see back of booklet)

<b>1</b>	Training Planning Driven by Organisational Objectives
<b>2</b>	Ensuring New Staff are Equipped to Contribute
<b>3</b>	Maintaining Appropriate Individual Performance Review Process
<b>4</b>	Meeting Training Needs through On-job Training and Development
<b>5</b>	Meeting Training Needs through Off-job Training Provision
<b>6</b>	Communication with Staff that Supports the Creation of a Development Culture
<b>7</b>	Evaluation Systems
<b>H</b>	Historical Case Study

# Case Study Key – Strands

1 2 3 4 5 6 7 H

	1	2	3	4	5	6	7	H
<b>AETN UK</b>								
Learning & Development for Edit Assistants	●	●	●	●	●	●	●	●
<b>BBC Academy (College of Journalism)</b>								
Safeguarding Trust (online interactive only)	●	●	●	●	●	●	●	●
<b>BBC Academy</b> Connect & Create	●	●	●	●	●	●	●	●
<b>BBC</b> Multiplatform Foundation Course	●	●	●	●	●	●	●	●
<b>BBC</b> Upfront BBC-wide Induction Programme	●	●	●	●	●	●	●	●
<b>BSkyB Ltd</b> Developing our Managers	●	●	●	●	●	●	●	●
<b>Channel 4</b> Induction Video	●	●	●	●	●	●	●	●
<b>Channel m</b> Bespoke Edit Training	●	●	●	●	●	●	●	●
<b>CNBC</b> Knowledge Sharing	●	●	●	●	●	●	●	●
<b>Discovery Communications Europe</b>								
Global Performance Management Culture	●	●	●	●	●	●	●	●
<b>Global Radio</b>								
Masterclass: Turning Stars into Superstars	●	●	●	●	●	●	●	●
<b>Global Radio</b> Telesales Team Induction	●	●	●	●	●	●	●	●
<b>GMG Radio Holdings</b> Induction Programme	●	●	●	●	●	●	●	●
<b>Ideal Shopping Direct plc</b>								
Foundation Programme	●	●	●	●	●	●	●	●
<b>ITV</b> Career Transition Support	●	●	●	●	●	●	●	●
<b>ITV</b> National Skills Day/Colleagues United	●	●	●	●	●	●	●	●
<b>KMFM</b> Advanced Language Patterns	●	●	●	●	●	●	●	●
<b>KMFM</b> Coaching and Developing Presenters	●	●	●	●	●	●	●	●
<b>KMFM</b> Media Sales Staff Induction Programme	●	●	●	●	●	●	●	●
<b>KM Radio</b>								
Evaluation System for Training Provided to Staff	●	●	●	●	●	●	●	●
<b>LIME Pictures</b> Media Placement Scheme	●	●	●	●	●	●	●	●
<b>Lincs FM</b> Performance Coaching	●	●	●	●	●	●	●	●
<b>Playboy TV</b> King or Queen for a Day	●	●	●	●	●	●	●	●
<b>QVC</b> Success through Culture	●	●	●	●	●	●	●	●
<b>Sony Pictures Entertainment</b>								
Energy Project Roll out	●	●	●	●	●	●	●	●
<b>Sony Pictures Entertainment</b>								
Lunchtime Learnings	●	●	●	●	●	●	●	●
<b>UKTV</b> Induction Programme	●	●	●	●	●	●	●	●
<b>UTV</b> Skills Focus	●	●	●	●	●	●	●	●



# AETN UK (Formerly History Channel)

## Learning & Development for Edit Assistants

1 2 3 **4** 5 6 7 H

**Date:** June 2009  
**Contact:** Hollie Mann  
**Telephone:** 020 7941 5210

Learning & Development for Edit Assistants is a fantastic opportunity for a junior-level entrant to obtain hands-on experience, working with broadcast-quality edit kit on actual projects. Learning & Development for Edit Assistants is an ongoing on-job training scheme, first introduced at AETN UK in 2005 to maximise use of resources.

The Editing and Post Production Team at AETN UK identified a need to make better use of expensive resources, overbooked during the day and not utilised outside normal working hours (overnight and weekends). They developed the role of Edit Assistant, an on-job training scheme, which was initially offered as an 11-month contract, with a weekly review of working schedules, based on demand. Now into its fourth year, experience has shown that there is a consistent weekly workload and the most recent recruit has been offered a permanent, full-time contract. Edit Assistants work evening and weekend shifts, during which they have full and unrestricted access to all the edit equipment and carry out assigned tasks. As a result they acquire a wide range of editing skills on front line equipment and participate in real projects but without the scheduling pressure of daytime operations.

The scheme is aimed at recent graduates who have shown an interest in production and have some limited experience of video/audio editing, perhaps through an amateur interest e.g. a home edit suite. Four of the five Edit Assistants employed thus far have been external candidates, though the most recent was an internal appointment.

The cost of the scheme – the salary of the Edit Assistant – is outweighed by the cost savings from resource use; both equipment and staff. All material is digitised into AVID suites and dubbing in the machine room is carried out during the night and weekend shifts, ready for the daytime work of the Editors. Not only does the scheme achieve optimum use of resources and a training role for a new starter, but by taking digitising and dubbing out of the daytime edit sheets, it has had a positive, knock-on effect on bookings and on what the Editors can achieve during the day.

The Edit Assistant role is fully supported by the Broadcast Operations Manager, who works closely with the Edit Assistant to ensure they have the necessary skills for the assigned projects, a clear understanding of the equipment they are using and edit suite etiquette. During the night and weekend shifts individual initiative in problem solving is encouraged, though there is always someone who can be called if absolutely necessary. The Edit Assistant has email access and a notebook log to record any incidents that occur during their shift. These are then discussed with the Broadcast Operations Manager at the start of the next shift. The current Edit Assistant attends the biweekly team meetings.

## AETN UK

### Learning & Development for Edit Assistants – Cont'd

There are basic core competencies required of the Edit Assistant during the training scheme. Beyond these basic competencies there are further opportunities for development, such as informal job cover. One such opportunity was an Edit Assistant deemed capable of providing holiday cover for an Editor. The Edit Assistant role was, in turn, covered by the Tape Traffic Co-ordinator, who had completed a self-funded AVID 101 edit course and was looking for additional experience in the Edit Team.

Both substantive (daytime) Editors started as Edit Assistants and have subsequently achieved promotion to their present positions.

# BBC Academy (College of Journalism)

## Safeguarding Trust (online interactive only)

1 2 3 4 5 6 7 H

**Date:** August 2008  
**Contact:** Jonathan Baker; Alex Girlis  
**Telephone:** 020 8752 7375

The BBC College of Journalism was established in 2006 on behalf of all BBC Journalists and runs a range of programmes in a variety of forms – face to face, online learning and events. The ‘CoJo’ website sets out to be the world’s leading website on the craft and practice of journalism.

On 18 July 2007 the Director General of the BBC, Mark Thompson, announced a series of measures that he had agreed with the BBC Trust in response to a number of serious breaches of editorial trust in BBC programmes. In his message to BBC staff Mark Thompson said:

*“All 16,500 programme and content staff will attend a new mandatory training programme, Safeguarding Trust, from the autumn. It will emphasise the absolute imperative to understand and comply with all of the BBC’s values and editorial standards.”*

The **BBC College of Journalism** was tasked with developing and organising this training and ensuring its delivery and completion. We brought together a working party of Senior Programme Makers from across the BBC to design the course. This process lasted from mid-July to the start of the course in November. There were a number of key issues to resolve. For instance, should we use real or hypothetical examples? The former would have more impact, but in the heightened climate it would be more difficult to gain clearance for them. Another issue that needed addressing was whether to have one pan-BBC course, or versions relevant to different areas. In the end we decided

to base the course around real examples – but concentrating on cases that epitomised the dilemma over where the dividing line falls between (acceptable) artifice and (unacceptable) deception. There were eight different versions of the course: each one used a pan-BBC beginning and end, with a middle section focused on a specific division (for News; Nations & Regions; Vision; Audio & Music; Sport; Global; Marketing, Communications & Audiences; and Future Media & Technology).

The high production standards helped to ensure maximum credibility among delegates, who we knew would arrive with a fair degree of scepticism. The course was produced in an embedded PowerPoint format, which left little to chance – the idea being that a Facilitator just needed to click through and so could concentrate on the content, rather than worry about the technology.

We used a Facilitator model for the delivery of the course: over 200 senior staff from around the BBC were recruited to deliver the course in their areas. This was essential for both logistical reasons and to ensure that the workshops had maximum credibility and impact. During October Facilitators were trained and the course piloted.

- **Between 5 November 2006 and 31 March 2008 a total of 19,350 staff attended the workshops.**

# BBC Academy (College of Journalism) Safeguarding Trust – Cont'd

We also carried out an extensive evaluation of the course with 15,031 of the delegates. There was a notably high response rate of 46% (6,946). The survey found:

- **87%** of respondents were satisfied with the content and quality of the training and discussion in this workshop
- **76%** felt that the training was practical and relevant to them
- **82%** found the workshop to be effective in helping delegates to decide where to draw the line between acceptable artifice and unacceptable deception
- **93%** felt confident in being able to raise concerns about editorial issues with their Line Manager.

The workshop phase of Safeguarding Trust is now over. The requirement for Safeguarding Trust training is now met by a highly sophisticated online course. This course is divided into eight interactive modules, each of which takes around 45 minutes to complete:

- TV (three modules)
- Radio
- Online
- Journalism
- Competitions (two modules).

Importantly, this online training is available both on the BBC's intranet site and on an external website:

**[www.bbc.co.uk/safeguardingtrust/interactive/index.shtml](http://www.bbc.co.uk/safeguardingtrust/interactive/index.shtml)**

The course is heavily promoted outside the BBC, including on the Skillset website. It has been, and remains, the BBC's intention to share Safeguarding Trust training with the wider broadcast industry.

Over 20,000 people outside the BBC have completed the online Safeguarding Trust modules.

# BBC Academy Connect & Create

1 2 3 4 **5** 6 7 H

**Date:** July 2010  
**Contact:** Glynn Ryland  
**Telephone:** 020 8752 5932

Connect & Create is a BBC Academy initiative enabling staff to gain new skills by volunteering to work with charity partners.

The scheme looks to address the skills agenda through carefully selected charity partnerships, allowing staff the opportunity to share their skills and expertise, learn new skills and connect with an ever-increasing, diverse and hard-to-reach audience. Connect & Create offers three main areas of development experience – through mentoring, production and leadership projects. Projects run across the year and across the UK and staff can volunteer across a broad range of volunteering interests.

Our ten national charity partners are:

**Age UK** – combining Age Concern and Help The Aged, working for a better life today and tomorrow.

**Coram** – the UK's first charity creating better chances for children since 1739.

**Fairbridge** – supports young people to develop the confidence, motivation and skills needed to turn their lives around.

**First Light** – enables young people to realise their potential through creative film and media projects.

**Groundwork** – helps people to create better neighbourhoods and live and work in a greener way.

**Media Trust** – works with charities to enhance their communications and enable communities to find their voice and make it heard.

**Samaritans** – provides confidential, emotional support 24/7 for people experiencing feelings of distress or despair.

**Shaw Trust** – supports the disadvantaged and people with disabilities to prepare for work, find jobs and live more independently.

**Street Games** – helps develop doorstep sport opportunities for young people living in disadvantaged communities.

**Whizz-Kidz** – gives children and young people with disabilities the independence to enjoy an active childhood – at home, at school and at play.

The evolving pace of change within a digital world with choice in both access and content is increasing. Lifestyles, diversity and demographics across the UK are changing quickly. The audience is at the heart of everything the BBC does and the business value in connecting with that audience cannot be underestimated.

The BBC is constantly innovating to meet these new demands. BBC Academy is at the heart of that change, ensuring staff have the skills to meet these ever-increasing challenges.

Connect & Create offers staff the opportunity to develop knowledge and understanding in unique learning environments, directly accessing and finding out more about our audience.

We meet with our partners on a regular basis to design projects that are mutually beneficial. We plan activities and training, recruit Trainees, set training objectives and manage the project from concept to completion. We evaluate each project to ensure that staff are bringing relevant skills back into the BBC.

## BBC Academy Connect & Create – Cont'd

An example of one of our projects is *The Great Ormond Street Podcast Project*.

15 staff interested in learning podcasting received training, before spending three days at the hospital working with patients. Children at Great Ormond Street talked about their experiences of different illnesses and the podcasts were then uploaded to the hospital's 'Children first for health' website, where other children who had been newly diagnosed could download them. The staff benefitted from new skills and audience insights and Great Ormond Street received a valuable new tool. The project received a nomination for the Sony Community Award.

Connect & Create has provided skills development for more than 2,200 BBC staff and has connected with more than 7,000 individuals from different communities across the UK.

**Date:** August 2010  
**Contact:** Andy Wilson  
**Telephone:** 07977 447602

## The Multiplatform Foundation Course prepares staff for the challenges of future delivery to a range of media devices and platforms.

The Multiplatform Foundation Course was created by the BBC Academy for BBC Vision. It was introduced to provide structured multiplatform training for production staff in Researcher, Assistant Producer and Script Editor roles.

The programme was created following a scientific research project called Cross Wise; a partnership between the BBC, Goldsmiths and the Economic & Social Research Council (ESRC). Cross Wise examined the skills, abilities and interventions that were required to deliver multiplatform output. Over a period of four months a study of BBC staff measured the inputs needed to deliver multiplatform output on real programme brands.

The results of the study, and the training delivered, were reviewed and the BBC Multiplatform Foundation course was created. In its first year, 2009/10, over 120 staff were trained via the Multiplatform Foundation Course.

The programme is broken down into four days of training, delivered over four months.

### **An Introduction to Multiplatform Working:**

This initial day gives staff experience of developing and planning a multiplatform production. Working with Expert Mentors and experienced production staff who have worked on multiplatform productions, staff are introduced to successful case studies and production techniques. Staff are set multiplatform goals by their Executive Producer, which they have to achieve during the training course.

### **Multiplatform Storytelling:**

An exploratory workshop, examining how narrative and storytelling exist online, and on red button and mobile devices. This session examines the modern palette that a Programme Maker has to work with.

### **Multiplatform Production Tools:**

A hands-on production day giving staff the skills to get video online (encoding, what works best, compliance, editorial policy), write effective short-form content and operate the tools used inside the BBC to produce websites.

### **Multiplatform Development Lab:**

The Multiplatform Development Lab is an intense workshop where delegates brainstorm, develop a multiplatform idea and work with a Designer and real audience members to turn it into a working prototype. Using a live commissioning brief for BBC Entertainment and BBC THREE, the delegates pitch their prototypes to Commissioning Execs and Interactive Heads at the end of the course.

The programme has been key to delivering the multiplatform ambitions of BBC Vision, with a huge amount of online material produced to support existing programme brands.

The BBC Academy shared the findings of the Cross Wise study, via a Skillset Sharing Event, in September 2009. Interest from broadcasters and independent production companies from across the industry was huge.

# BBC

## Multiplatform Foundation Course

### – Cont'd

In January 2010 the BBC Academy shared the training guides and resources with industry, via **[www.bbctraining.com](http://www.bbctraining.com)**.

The Academy ran a series of briefing events with BECTU, PACT and The Indie Training Fund, to assist Training Professionals and Producers to deliver the Multiplatform Foundation Course within their broadcasters, companies or networks.

The Multiplatform Foundation Course continues to roll out in BBC Vision.

# BBC Upfront

## BBC-wide Induction Programme

1 2 3 4 5 6 7 H

**Date:** May 2009  
**Contact:** Clare Reeves  
**Telephone:** 07711 911101

Upfront is an exciting two-day training programme for all new BBC staff on contracts of six months or longer.

Upfront provides a warm welcome to the BBC and demystifies the Corporation by exploring how the BBC works and its role, purpose and audiences, through a variety of interactive sessions.

The Upfront objectives are:

- To raise awareness of the BBC's history, culture, purpose, role and structure
- To ensure new staff understand the BBC's relationship with its audiences and the need to put them at the heart of everything we do
- To introduce staff to working within the BBC Editorial Guidelines
- To explain to staff how they fit into the bigger picture and to introduce them to other areas
- To provide networking opportunities and develop contacts across the organisation
- To encourage new starters to get involved in an ongoing dialogue about the BBC and its context
- To engage staff with the BBC's strategic vision
- For all staff to gain practical and hands-on experience of creating audio, video and online content
- To provide best value for money.

Attendees receive a copy of 'Upfront Times', which is a guide to what to expect over the two days, presented in a creative format.

The first day explores the BBC's role as a Public Service Broadcaster and its unique relationship with its audiences in an ever-changing media landscape.

New staff start to understand how they fit into the bigger picture of the BBC and are provided with the opportunity to build networks across the organisation. The first day of Upfront includes sessions on audiences, editorial awareness and creativity, as well as a Q&A session with Senior BBC Managers, where delegates are encouraged to ask questions about working in the BBC.

The second day allows delegates to get hands-on experience producing BBC content, looking at it from the audience perspective. Delegates work in teams to turn creative ideas into audio, video and online content with experienced Industry Professionals, whilst working through editorial scenarios as part of their production work.

Upfront is regularly reviewed to ensure it is always fresh and topical. The aspiration is that it is always the most effective induction tool it can be, reflecting the quality and innovation of which the BBC is proud.

Upfront is also working with Managers in the business to ensure that there is continuity with local and divisional inductions.

Approximately 80 staff attend each Upfront session. The course runs on average twice a month.

The face to face course is supported by the award-winning 'Upfront Online' module and an internal website.

The feedback is always excellent and people feel they get a great induction, not only to the BBC in general, but also to the BBC Academy.



# British Sky Broadcasting Ltd

## Developing our Managers – Believe in Better

1 2 3 4 5 6 7 H

**Date:** September 2008, updated June 2010

**Contact:** Kenny Henderson

**Telephone:** 07709 482141

It is a fundamental requirement of all businesses to ensure that employees have the correct skills to fulfil their roles and potential. Finding the balance between development needs, learning styles and business impact is a challenge and one that requires a great deal of thought and planning.

One such challenge is providing sufficient support and development opportunities for new Managers or Managers who are new to a company. At Sky we recognise that people are different and that they are best placed to determine the development that is appropriate for them, and when.

To this end, Sky has found that providing a portfolio of connected development solutions works well. This provides Managers with the opportunity to get engaged in their new roles and get involved in those development opportunities that are most aligned to their needs.

Our programmes comprise a series of complementary modules that collectively form the basis of what it means to be a Manager at Sky and what Managers can do to support their team to achieve their best. Other than the regulatory courses, such as Health & Safety, Managers discuss their individual development needs with their own Manager and together select the appropriate modules. In January 2008 we added the Sky Leader's Certificate and Diploma programmes to our curriculum for the First Line Manager and Middle Manager population.

These programmes are accredited by the Chartered Management Institute. The programmes clearly outline Sky's performance expectations of our Managers and provide the benefit of external recognition for their development.

Each intervention (workshop, e-learning, download) targets different aspects of the role as a Sky Manager. These have been designed to encourage a new way of thinking about leadership and management that works well with Sky's culture.

Our approach is to provide a different management focus, dependent on the level of responsibility. For First Line Managers we offer the Sky Leader's Certificate, accredited by CMI, which comprises four core modules delivered over an eight-month period, covering areas such as Introduction and Essentials of Personal Development, and Leadership, People and Team Management. At Middle Manager level within the organisation we build on the four core modules of the Sky Leader's Certificate, offering an additional two modules: Module 5 – Persuading and Influencing, Managing in a Business Context, which focuses on Sky's position in the marketplace and Module 6 – Professional Presentation Skills.

## British Sky Broadcasting Ltd

### Developing our Managers – Believe in Better – Cont'd

In addition to the classroom learning, both the Sky Leader's Certificate and Diploma are supported by solutions such as shared learning forums, where Managers come together to discuss their experience of implementing the learning back in the workplace, 360° feedback and further reading recommendations.

For Senior Managers in the organisation we offer two programmes – Podium Leaders, a development programme for Heads of Department and the Sky Leadership Development Programme (SLDP) for high-potential Leaders in the organisation – both of which are designed and developed around our core leadership behaviours (Head, Heart and Guts) and are supported by additional development activities such as coaching, 360° feedback and psychometric assessment.

In the past 18 months (January 2009 – June 2010) a total of 650 Leaders throughout the organisation have enrolled in the four development programmes offered. In addition several hundred Managers have participated in some 1,400 days of dedicated management training from our core development curriculum.

This is testimony that self-led development works in a dynamic business environment. Sky feels that it is important to recognise that one single programme is not the whole solution, and that in development one size does not fit all.

This being the case, a critical aspect to the success of the programmes is how they are supported, embedded and built upon. Being mindful that people learn in different ways and that development is an ongoing need, we have created a variety of ways for people to access their learning.

The Development Studio is an online resource accessible by all employees 24/7, which holds all our core and management/leadership development offerings. As mentioned previously, Sky provides a wide range of core skills solutions, as well as opportunities for development with more focused content, such as project management, presentation skills, dealing with difficult conversations and coaching, to name but a few.

Sky's approach to developing its Managers and Leaders is a direct reflection of the culture in Sky, embodying the spirit of 'believe in better'. The Talent Development Team has reviewed and revised its approach to Learning & Development, aligning to the business priorities and our core management behaviours (the 'what' and the 'how').

By offering a choice and depth in content, along with a variety of innovative and appropriate methods of delivery, Sky's Managers are empowered to manage their own development, meet the growing needs of the business and fulfil their own potential. For Sky, our Managers are essential to the success and future growth of our business.

**Sky Leadership and Management Programme 2009  
Talent Management Succession Planning**



Talent Management Succession Planning



# Channel 4

## Induction Video

1 2 3 4 5 6 7 H

**Date:** May 2007

**Objective:** To ensure that people's early experience of the Channel matched their external perception of the brand.

**Activity:** We commissioned an independent production company to work with us in developing the content and producing a 20-minute video.

We wanted the video to inspire, entertain and inform people, as well as reflect Channel 4's ethos of innovation and mischievousness.

We used some of Channel 4's on-screen talent, including Jon Snow, Steve Jones, Tony Robinson, Derren Brown and David Mitchell, to interview Andy Duncan and our other Executive Directors to find out about the Channel's vision and strategy, and about their roles and functions.

The video is very amusing and pushes the boundaries, but also provides a great insight into the Channel's Leaders and what Channel 4 is all about.

The investment was £50,000. Although it is hard to quantify the exact return on this investment, the video consistently receives excellent feedback from new joiners, in terms of being useful, and generates a real sense of pride to be working at the Channel. People still talk about it months after they've joined the Channel. We also use it for a number of other events throughout the year.



# Channel m

## Bespoke Edit Training

1 2 3 4 5 6 7 H

**Date:** April 2008  
**Contact:** David Johnson  
**Telephone:** 0161 886 8739

The staff levels at Channel m had been rising exponentially between August 2006 and August 2007; from 18 to 91.

To harness full potential, several people were employed with multi-skilling in mind. However, it was noted that certain key staff did not have a fundamental understanding of basic editing skills. These skills would be essential moving forward and a solution to the problem was required. It was also decided that the training would be offered across the four main areas of the business: News, Sport, Breakfast and Lifestyle.

The initial concept was to host several workshops using an industry-recognised Trainer and to train staff at weekends and in groups of five and six. The cost of this training was estimated at £2,500 per session, with four or five sessions required. Due to the excessive cost and general inconvenience to the staff an alternative solution was required. The training was not bespoke and nuances between the four areas were not being taken into account.

Therefore one-to-one training was arranged with a freelance Editor, who had been working with Channel m for 12 months. His understanding of the business and the nuances between departments meant that time and effort was spent teaching skills in the right areas. Each nominated person was assigned up to ten hours with the Editor and, depending on existing skill level and ability, they could focus on their exact requirements.

This meant sometimes two people per day were trained upwards with their editing skills. The cost for these sessions was £150 per day and, to date, we have spent less than £2,000 and we have trained almost 30 members of staff in new skills or improved existing ability.

The new skills will enable staff to create their own pieces of work without waiting for a Craft Editor; news throughput has increased, meaning more stories are produced each day. Producers and Researchers can assist their teams by digitising material and saving time for the Craft Editor.

Overall there has been a marked improvement in skill levels amongst staff and the efficiency of all the staff saves time and money almost every day.

There is a further benefit, with more staff being interchangeable between departments, so we can normally make savings on hiring freelance staff for some productions.



**Date:** May 2008 – 2009

**Contact:** Gayle Templeton

## At CNBC Europe we developed and implemented a way of training our staff internally – by means of Knowledge Sharing sessions.

The Knowledge Sharing sessions were devised by our Newsroom Team to promote and encourage individuals to share their expertise on certain subject matters with the rest of the company. It was felt by Newsroom Management that there was a lot of internal knowledge from which other employees could benefit and, instead of outsourcing training to an external provider, Knowledge Sharing sessions were introduced. These sessions took place at least once every month over a lunchtime. Various members of the Newsroom took it in turns to present on a specific matter with which they were particularly familiar. For instance, some sessions included: How to Format a Show, Choosing News Headlines & Creating a Rundown. Invitations to the sessions were sent to the whole company and any individual from any department within the company could attend the sessions if they were interested in the topic being discussed.

The Knowledge Sharing sessions proved very popular with all staff across the business. The sessions were always very well attended and although no formal feedback was collected, as the aim was to keep the sessions as informal as possible, our employees responded very positively on an informal level. The sessions were not only well received by our staff, but we also benefitted from a cost perspective.

Outsourcing specific training to an external provider is very expensive and we would not necessarily have been able to sustain monthly training for our staff. By using our internal expertise and resources, we managed to train our employees effectively on a continual basis. The Newsroom Management Team noticed an improvement in the knowledge and ability of the department and this was reflected in the participation of individuals in editorial meetings and the way stories were reported.



# Discovery Communications Europe

## Global Performance Management Culture

1 2 3 4 5 6 7 H

**Date:** August 2010  
**Contact:** Judy Goldberg  
**Telephone:** 020 8811 3528

The development and career growth of each employee contributes to Discovery's success. The Learning and Leadership Development Team offers a catalogue of educational tools and job aids to help employees manage their professional development.

Discovery's Global Performance Management Programme creates a partnership between the employee and his or her Manager and everyone supports the partnership with the common goal of managing performance. Performance management is the process of integrating Goal Setting with Performance Evaluation, employee development and rewards. The key elements of our performance management include:

**Goal Setting:** what an employee sets out to accomplish – performance and development goals.

**Coaching and Feedback:** how employees are doing along the way.

**Performance Evaluation:** looking back over the past year and ahead to the next year.

**Development Planning:** growth traits and plans for learning.

**Financial Rewards:** financial incentives.

Each year Leaders set the direction with high-level goals, which they 'cascade' to Management Teams. Employees work with their Managers to set 1) individual performance goals, and 2) development goals that align with the department plan. Discussions begun during performance evaluations about strengths and development areas are continued during Goal Setting.

Goals, by definition, have milestones for completion, as well as as clear measures for success and are referred to and refined as needed throughout the year. Development is a broad term for individual, team and organisational learning and growth: skills, knowledge, expertise, and broadening experiences all fall under this umbrella. At Discovery we also have Growth Traits that provide a framework for development. During the Goal Setting process, every employee selects a Growth Trait to focus on for the year and writes at least one development goal for that trait, which may focus on strengths and/or areas to improve. Employees' development in these areas leads to company growth.

Managers are responsible to coach and provide feedback to employees about performance against their goals on an ongoing basis. We encourage everyone to develop the ability to coach and provide feedback to others in the context of accomplishing mutual goals. We also encourage Managers and employees to ask for feedback from others. It is also becoming more and more common for our Leaders to gain 360° feedback from customers, peers, direct reports and any key stakeholders in their work.

# Discovery Communications Europe

## Global Performance

### Management Culture – Cont'd

The findings of this feedback contribute to building personal development plans, provide opportunities to build capabilities, establish networking forums and help to move the business forward to reach personal and business goals. Guides and workshops to develop these skills are available online and live throughout the year.

Discovery's annual performance evaluation process has three main components, which strengthen the performance management partnership between employees and Managers.

- **Self-evaluation:** employees evaluate their own performance against each goal. They also comment on their accomplishments, strengths, and potential areas for personal development
- **Discussion:** the employee's self-evaluation is a catalyst for creating dialogue between the employee and his or her Manager. Managers review self-assessments, which, using the employee self-assessment as a guide, can stimulate topics such as positive feedback, suggested improvements, clarifications, coaching opportunities or plans for future development
- **Manager Assessment:** Managers enter a written assessment in our Discovery Global Performance System for each employee; they distribute merit and incentive awards among their employees using corporate 2 guidelines. Once these plans are finalised from an organisational standpoint, Managers communicate results to each employee and provide the written Manager Assessment and Individual Compensation Plan.

A number of tools and resources support our Performance Management Culture and processes in both the assessment and reward areas.

#### These include the following:

Linked to our Performance Culture is our annual **Organisational & Talent Review (OTR)**. The OTR is a part of the company's integrated business and leadership strategy, designed to assess the organisation's effectiveness, review performance and promotability of employees, address key strategic initiatives, and determine if the organisation is structured and staffed appropriately.

A select number of employees are chosen each year as part of this review to participate in a global **Executive Leadership Development Programme**, which is an experiential platform bringing together Discovery Executives to create common understanding of what it takes to build and contribute to Business Growth and a Performance Culture. Through targeted briefings with Industry and Discovery Leaders on topics ranging from Business Strategy to Leading Change and Innovation, participants gain critical insights on their management role and responsibilities.

Included in the cadre of offerings are **One Learning Place**, an online education management system, and MentorNet, the company's mentoring programme.

One Learning Place is the centrepiece for Discovery's learning efforts; a web-based library of e-learning and classroom courses, plus downloadable reference materials to aid in professional development.

Discovery's **MentorNet Programme** offers employees an opportunity to connect with and learn from professional colleagues at the company in an open environment that supports information sharing, relationship building and collaboration.

MentorNet partners protégés with Mentors to help employees develop the knowledge and skills necessary to succeed in their careers, while also improving organisational performance. MentorNet is one way that Discovery offers a chance for development and growth that can be a lasting career builder.

Discovery encourages employees to continue their formal education through our **Professional Education Policy**. This allows employees the opportunity to take advantage of full or partial funding for external courses and degrees. Time is also provided for study and exam leave.

A **Women's Network** was established to foster strong association among the women of Discovery and their peers, to provide resources for leadership and professional development, and to act as a catalyst for high-performance execution, both at an individual level and company-wide.

**Global Experiences** are provided for employees to participate in a unique and enriching experience. The Global Experience is a custom-designed assignment outside the employee's current geographic region and/or professional field, lasting on average anywhere from one week to one month.



**Date:** December 2007 – ongoing  
**Contact:** Sophie Hind  
**Telephone:** 01603 671149

In autumn 2007, following the merger of the two biggest commercial radio operators, the Cultures and Stations Teams remained to some extent disparate, despite a fusion of technology and infrastructure.

The national advertising market was showing early signs of downturn and it was apparent that the revenue generated by the 180 Account Managers based at our local stations would be of paramount importance to us in 2008.

At that time we had a 45% churn of sales staff and knew that putting a foot in the revolving door would pay revenue dividends. The two most common scenarios for staff churn were new recruits not passing probation or leaving due to poor performance within the first year and, at the other end of the scale, experienced, high-performing Salespeople, leaving because they had no interest in progressing to management, but perceived that they had stopped learning in their current roles and were therefore easy targets for rivals to court.

**Masterclass**, a 14-month, modular, action-based learning programme, was initially created to directly target the top 10% (18 delegates in the first year) of our Account Managers – that is, those who were most valuable to us and therefore most attractive to our competitors.

The original objectives of **Masterclass** were:

- To retain the top performers for at least another year
- To grow their skills and knowledge
- To grow their revenue by £1million

- To connect top performers from all over the country and create a peer group
- To create a network for sharing best practice.

In the words of one of the original delegates:

*“From the outset there was an understanding that only the best would qualify – that in turn heightened the awareness that **Masterclass** was going to be like no other training programme!”*

The programme was modular-based, including:

**Mastering Multimedia Platforms:** a one-day launch, designed to bond the group in teams to produce results, and focus on our portfolio of brands.

#### **Personal Discovery and Influence**

**Mastery:** a highly personal journey via the Insights Discovery Psychometric. Delegates gained a deeper understanding of their strengths and weaknesses in the sales and influence arena.

**Strategic Marketing Mastery:** a marketing degree in a day. High-level marketing strategy thinking and skills to take back to the local marketplace.

**Stimulating Creativity:** learning advanced creative skills, practising and looking for applications.

# Global Radio

## Masterclass: Turning Stars into Superstars – Cont'd

### **Alternative Attack, Presentation**

**Mastery:** delivering convincing, illuminating presentations in a confident manner using video and peer feedback.

**Balancing Act:** high-end negotiation – how to take your influencing skills to a new level.

**Closing the Gap:** coaching and mentoring to continue the learning journey within Global Radio.

The content of each module was reviewed immediately prior to each session to ensure relevance and topicality, based on up-to-date market conditions.

Masterclassers were tasked with 'Pass it On' tasks after each module, to share the learning at their home stations.

The original training programme lasted for 14 months and was led by an internal team of four, in conjunction with Apex Training. The 18 delegates were all selected from interview: 14 of these graduated, three did not complete for personal or operational reasons, only one left the company.

Venues spanned the regions and London, further developing candidates' understanding of our group, the diversity of brands and markets that we trade within.

The investment in the first **Masterclass** was £33,000.

*"I found every one of the sessions stimulating and motivational. They were demanding...I was constantly being thrown out of my comfort zone and continuously challenged."*

The group of, essentially, strangers that came together in December 2007 formed a tight team from the start. With the exception of a Sales Leadership Programme, at this time all of our training workshops were offered to all Account Managers, regardless of their experience level, but we saw the need to acknowledge

our top performers and therefore establish them as a recognisable peer group.

The original **Masterclass** formed 18 strangers into an elite peer group. It ignored the distinctions of markets and experiences and established new standards by pushing the limits of the knowledge and skills of our very best people significantly.

Faced with difficult trading conditions, many companies look to raise the standards at the lowest end of the business by focusing resources on poor performance. We did the exact opposite. We played to our strengths and invested in the very people who were already delivering well for us.

As a result we retained 95% of them and put another million in the bank!

The original **Masterclass** generated an enormous return on the investment of £33,000 and gained such fame within our business that the delegate numbers were expanded substantially for 2009/10 into two further programmes, in line with a new Career Progression Path, which takes what we have learned about peer group working and applies it across all of our sales operation.

Additional benefits have been firstly the formation of a dynamic Internal Leadership Team for **Masterclass**. The members of this team are non-management and their position as peers rather than 'masters' of Masterclass has also better enabled us to understand staff and client churn. Secondly, we identified significant training ability in a number of the delegates and have utilised those skills within further programmes.

Through **Masterclass** we have addressed our churn issue, but continue to operate the training as a retention and development tool for our high-potential Salespeople.

# Global Radio

## Telesales Team Induction

1 2 3 4 5 6 7 H

**Date:** 2009  
**Contact:** Sophie Hind; Amanda Fraser  
**Telephone:** 01603 671149

In 2009 Global Radio, now a national, privately-owned company, established a three-year regional commercial strategy ('Global 2012') to deliver a stated objective of £9million of incremental revenue.

A key part of our revamp of business practices and procedures would involve establishing a brand-new Telesales Team, capable of generating lucrative new business whilst maintaining ongoing accounts.

The team would provide advertising solutions for small and medium businesses or lower-value campaigns/promotions, and would also produce on-air and online packages for businesses new to radio advertising. Selling from a central team would free up local field-based staff at our individual radio stations to concentrate on higher-value campaigns and promotions, which require more dedicated, regional input, plus provide a better service for our customers. This departure from the previous 'one-size-fits-all' approach towards a more bespoke, customer-orientated structure would thus concentrate dedicated local effort where it was needed most.

Why six days? Despite having no experience in radio, our new Telesales Manager recruited a team of ten Trainees (also with no radio experience!) with a view to their bonding, being inducted into the company and gaining sufficient media, radio, brand and product training to enable them to start trading. Initially this process was estimated to take a month, with a fixed deadline to be fully operational.

However, as recruitment progressed and the deadline neared, the decision was taken to reduce the induction period to six days: Day 1 being the team's first day at Global; Day 7 being Go Live.

The aims in the short term were simple: deliver on everything required and meet the 'Go Live' date. In the longer term the focus would be to reduce sales staff churn by developing a solid team, who would remain in post long enough to establish the Telesales function.

As turnaround would be tight, it was essential from the outset to establish the most efficient format for the training. Using psychometric profiling during the recruitment and selection process, and in order to maximise the limited time available, applicants expressed their preferred learning framework: in this case, an Activist Learning Style involving fast-paced, task-orientated learning through games, activities and challenges, rather than via PowerPoint-style delivery.

The training was conceived as a metaphor – The Heroes' Journey – to reflect the quest-like sequence of stages that the ten delegates had to undergo in order to discover more about themselves and their team-mates, and then ultimately Global's brand and products. It was also vital to instil a passion for radio as a working environment.

# Global Radio

## Telesales Team Induction – Cont'd

The six-day training plan followed this pattern:

<p><b>Day 1:</b>  Welcome to Global  Being Called to the Team  Building this Team  Engaging with the Purpose  Creating a Blueprint for Success</p>
<p><b>Day 2:</b>  Review  Sonics Workshop  How Radio Stations Work  News Workshop  The Seven Pillars</p>
<p><b>Day 3:</b>  Review  Creative Workshop  SPI (Sponsorship Promotion &amp; Interactive) Workshop</p>
<p><b>Day 4:</b>  Review  Heart Brand Workshop  Galaxy Brand Workshop  NRS (New Revenue Solutions)  Partnership Business Growth Workshops</p>
<p><b>Day 5:</b>  Review  Systems Training  Team Branding</p>
<p><b>Day 6:</b>  Global Ideas Production Studio Tour  Recruitment Advertising Workshop  Learning Review &amp; Induction Close</p>
<p><b>Day 7: Go Live!</b></p>

As all training was conducted in-house, the additional cost for the initiative was minimal. In addition to staffing costs, travel and lunches, plus one or two prizes, it amounted to under £800, with all delegates graduating.

A prime target for the newly-formed team was to populate sales seminars with local Business Decision-makers.

The percentage target set for Global Telesales has already been exceeded, as has the additional target of one in four purchases at those events coming via the Telesales route. Considering the minimal financial outlay, the true investment to reap the reward has proved to be the time and energy in planning and delivering something completely fresh, exciting, engaging and bespoke for this important group of people. In particular, retaining eight out of ten original recruits to a Telesales Team is an exceptional result.

Delegate feedback:

*"I felt that we came into the job role fully prepared for what we were going to do. We have achieved some great results in the short time we have been here and I think the quality of the induction meant as a department we were able to get up to speed quicker than you would normally expect."*

*"Very different to what I have experienced in other organisations, lots of interactive activities and games to get the mind working and to help you remember everything that you learn."*

Leadership feedback:

*"The detail within the induction was exactly what we required. It consisted of a variety of Presenters delivering various aspects of the training. This made listening easier and more interesting. Each added their own fun element to ensure we remembered their presentation."*

*"Each Presenter was so passionate about what they did within the business that this made the team feel more passionate about getting started."*

# GMG Radio Holdings Induction Programme

1 2 3 4 5 6 7 H

**Date:** June 2009  
**Contact:** Jill Johnston  
**Telephone:** 0161 886 8700

We have a high-impact Induction Programme, which has been designed to operate at group, station and departmental level. Each Induction Programme is tailored to the needs of the individual and is linked into the requirements of their probationary review, to ensure they have all the tools necessary to succeed within their probationary period.

A typical employee will undertake an induction, which is designed to familiarise them with all aspects of the business, not simply those that have a direct impact on their role. This is followed up with an intensive on-job induction, so that the employee receives full familiarisation; the level required will depend on their background and experience and will be tailored specifically. This is undertaken as soon as they join the business. We have now relaunched this induction and branded it 'WOW'. It now contains much more structure for the stations to follow and tailor.

We have also re-examined the induction we offer our commercial employees and now offer a one-to-one style induction with our Group Head of Commercial Training; this offers another layer to an already extensive Induction Programme.

We also offer a corporate induction, which is held at HQ once a quarter. We bring together all new starters during that period, so that they can experience an extensive briefing of the business.

This includes involvement from the most senior Managers in our organisation and is designed to provide background on the mission and values of the business, so that new starters understand the culture and know what is expected from all employees at GMG Radio, in terms of behaviours and how we go about our day-to-day business as employees. They also receive an insight into the commercial, programming, marketing, interactive, news and HR elements and we blend together presentations, practical sessions, Q and A sessions, video and audio input.

We formally evaluate our training through questionnaires and can demonstrate how we have used the feedback to amend the programmes as necessary. We monitor how many people leave the business during their probation, and use this information as a measure of success. We aim to put 90% of our new employees through this programme and, to date, have successfully achieved this goal.

We believe the induction to be essential in the integration of new employees into our business and we believe it helps them appreciate our culture and expectations of them as employees.

## GMG Radio Holdings Induction Programme – Cont'd

Pure training costs are low, however, there is a cost associated with the corporate induction and some familiarisation across group functions, due to travel and accommodation costs.

Induction carries a huge investment in the time of both the new employee and all those who take the time to contribute to their induction at job, station and corporate level. However, our experience tells us this is far outweighed by the benefits we gain from properly welcoming new people into our business.

# Ideal Shopping Direct plc Foundation Programme

1 2 3 4 5 6 7 H

**Date:** October 2007 – March 2009

**Contact:** Sally Gibson

**Telephone:** 01733 316229

## The Delivery of Core Management Skills & Behavioural Principles

Ideal Shopping Direct plc (ISD), one of the leading digital retailers, broadcasts to 22.6 million households in the UK, 16 hours a day.

By 2012 all UK households will have access to digital TV and hence to TV shopping. ISD conducted a skills gap analysis in October 2007 and highlighted a lack of ability by some Managers to resolve employee issues, lead and motivate their teams, and manage performance. This was a direct result of Managers and Supervisors not receiving sufficient 'joined-up' management training to give them effective 'tools' to manage. The objectives of this training programme were to train and develop Managers and Supervisors to manage their teams effectively and fairly; to be able to diffuse conflicts at an early stage; to motivate and lead; to control and enhance capability and thus to retain staff. Improved communication within teams and across the business as a whole was another important factor. For non-finance Managers, the programme also aimed to raise awareness of business and finance, and impart knowledge on strategy-planning, thus giving delegates a more commercial understanding of business.

The programmes would run on a rolling schedule over 12 months, to allow for workshops that might be missed. 30 Senior Managers and 60 Middle Managers were to be included.

The ultimate aims were:

- A reduction in disciplinaries and grievances
- A reduction in staff turnover
- Increased motivation.

It was also anticipated that the levels of customer service, both internally and externally, would be increased.

Following a brief from ISD, focus groups were set up and stakeholders consulted on the programme's content, style and duration. Feedback from these sessions was used by **Toojays Training and HR Consultancy Ltd** to design the programme of workshops. Five External Facilitators from Toojays delivered the programme in an engaging and motivational manner. The workshops delivered a blended learning approach, drawing on different learning styles, incorporating:

- Theoretical explanation
- Classroom presentations
- Role play
- Team activities
- Open forum discussions
- Delegate participation
- 'Homework' in the form of Harvard Business Case Studies.

The above workshops and topics were adapted for different levels of Manager and responsibility.

# Ideal Shopping Direct plc Foundation Programme – Cont'd

115 individuals received training over the initial 12-month period. Review sessions followed each workshop to ensure a clear action plan for individuals, and an understanding of how to apply the skills learnt. Line Managers were consulted by individuals in order to secure their support in identified, specific areas. The practical application of acquired skills was constantly referenced in the workshops. The programme was monitored through evaluation forms throughout the year. Information derived from follow-up ROI forms was received by delegates and Line Managers, and feedback gained from these informed company assessment of the success of the programme against agreed objectives. ISD maintained a flexible approach to the course, remaining willing to adapt course content in the light of suggestions and feedback.

Total cost for all aspects of the programme was £145,000.

Following the training programme, Managers now routinely deal with most issues locally and identify items for discussion or resolution through one-to-one feedback reviews. Management Tool Kits have enabled Managers to conquer their 'weaknesses' when their Individual Training Plans are measured against the identified skills gap analysis. These kits comprise a concertina folder, and for each course that is sat during the programme, delegates receive an accompanying Workbook, which contains all the course contents and references to refer back to when dealing with Handling Conflict, or Leadership, etc. This also contains the Harvard Business Case Studies.

## **From 2007 to March 2009:**

- Disciplinarys have fallen from 25 to 2
- Grievances from 8 to 0
- Staff turnover from 18% to 2%
- Sick pay expenditure shows an overall downward trend.

Significantly now, over 100 Managers have experienced a 'mindset' change and can now lead, motivate and challenge in a culture that used to be notoriously reactive and sceptical of the value of development interventions.

As a direct result of this training programme Managers' skills have now increased, together with their awareness and appreciation of added value through effective people management. Inclusive debate and discussion have resulted in these behaviours becoming embedded. From past experience, this would not have been possible before the implementation of the Foundation Programme.

The most unexpected outcome of the programme has been with respect to cross-functional working.

Workshop modular groups comprised Managers from different areas, where discussions led to a far clearer understanding of how their individual and department's actions could affect others and how communicating and working together can resolve issues and motivate teams. This is borne out by the continuation, post-programme, of meetings between Managers from different areas. Morale has also been boosted as a result.

When an individual delegate spend of no more than £1,260 is far exceeded by the benefits of reduced absence costs alone, the programme has clearly been highly successful and profitable.

A strong platform for L&D now exists in ISD, and is embraced by the workforce across the whole organisation.

**Date:** August 2010  
**Contact:** Helen Liversidge  
**Telephone:** 020 7157 6630

During 2009 ITV went through a period of transition, but, in partnership with Fairplace, developed a hugely successful career transition programme for people who were leaving the organisation through redundancy, and also offered a support package for remaining staff.

The emphasis was on creating cost-effective development opportunities to support employees as the organisation went through a period of change.

The development of this process was complex as it involved four diverse groups of employees:

**Line Manager Support:** the need was to up-skill Managers to deliver difficult messages during redundancy and ensure legal requirements and ITV policies were adhered to. Effective Personal Development Review (PDR) conversations needed to take place, managing ambiguity and uncertainty, whilst also maintaining the corporate reputation and values. Managers had different levels of ability and the goal was to ensure that all had the relevant skills and took a consistent approach. The target was to minimise tribunals and grievances and increase the frequency and quality of PDR discussions. Additional measurement was through scoring and comments on training activity via feedback sheets.

**Those made redundant:** the need was to ensure fast transitions into new roles and prepare 600 individuals for the future outside ITV, enabling them to leave gracefully, and with their dignity intact. The individuals came from all areas of the organisation and all levels. ITV was also keen to fulfil its community responsibility,

maintain its corporate reputation and support these people across all areas of life. Many members of this group had been with ITV for a long time and had emotional investment in the organisation. The target was for fast re-employment of those leaving. Additional measurement was through scoring of training activity via feedback sheets.

**Survivors of Change:** the need was to work with 'survivor issues', whilst maintaining motivation and engagement. Measurement was through engagement survey, the completion of a PDR/ career plan and scores/comments from feedback sheets. This was open to all 3,583 remaining employees and was to demonstrate the organisation's commitment and investment in those still at ITV. Prior to interventions, individuals were unsettled and concerned for the future.

**Talent:** the need was to remotivate those who failed to get on ITV's 'FastTrack' scheme in order to retain their talent and commitment. The scheme is open to all individuals, so level and role varied widely. Goals were to encourage reapplication, increase self-awareness and awareness of personal brand. Measurement was through retention and scores/comments on feedback sheets.

Programmes were designed/delivered with partner Fairplace for high quality and a tailored approach. Fairplace trained the HR community to deliver parts of the programmes, forming a united team and giving focus and new skills to the HR Group at a time when they were also at risk.

All programmes covered group work, one-to-ones, manuals and e-learning, to meet all learning styles and were highly interactive. Activity commenced on 16 March 2009 and is ongoing. Delegates' objectives were set at commencement and reviewed at the end for success. Delivery was at four locations.

**Line Managers:** one day workshops.

- **Consultation training** covered legal process, role of Manager/Leadership, consultation process, running the meeting, managing problems, checklists and example questions. This was mandatory for 50 managers.
- **PDR training** covered ITV performance reviews, key process elements, Managers' role in managing performance, challenges in conducting PDRs, best practice principles, key skills required and case studies. Delivered to 30 Managers who requested it. Remaining Managers had good skills.

**Those made redundant:** Offered to 600 individuals and 434 took part. Those not doing so had found roles. Activity was a one-day workshop (job market, strengths, CVs, applications, interviews), two one-to-one sessions, a choice of two half-day workshops from: Setting up a Business, Going Freelance, Get that Meeting, Managing Money, Health/Wellbeing, Networking, Achieving Goals. The full range met individuals' needs. Workshops were tailored to meet different levels of seniority whilst maintaining an 'equal for all' approach.

**Survivors:** Content was to manage engagement. Delivered as two-hour breakfast/lunch sessions and included options/choices, identifying values/motivators, skills and abilities, developing skills and action planning. Of all staff, 73 took it up.

**Talent:** ITV's goal was to develop 22 people who were unsuccessful in getting onto its talent scheme. A four-day programme was created covering: Energy Management, Career Modelling/Management, Motivators, Achievements, Competencies, Networking, Presentation Skills, Audience Management, Voice and Body Language, Managing Questions, Communications Skills, Assertiveness, Emotional Intelligence, Persuasion, Writing Skills and Active Listening.

Workshop delivery was given a target score of 4 (out of 5) for 80% of activity and was exceeded in all work as itemised below, as total scores exceeded 4 for everything.

**Line Managers:**

- **Consultation meeting training.** Overall score was 4.3. An expectation of 20 grievances was reduced to one, which was resolved and demonstrates effectiveness in behaviour changes. Additional training will be delivered as required. Comments included: "I feel reassured about doing this now".
- **PDR training** was delivered to 30 Managers upon request. Overall score was 4.25. Comments included: "enjoyable and thought-provoking". It has resulted in PDR completion rates increasing from 8% in 2007 to nearly 100% now, demonstrating improved effectiveness of Managers. Additional training will be delivered as required.

**Those made redundant:** Average score was 4.63. Comments included: "I now have confidence – brilliant session". At initial evaluation by telephone, 67% were secure in new roles – 50% of these within one month and half were earning the same or more as before, which demonstrates goals met. Programme is ongoing.

**Survivors:** average score was 4.35. Comments included "really focused my mind"; "thought provoking", "inspirational". New activity is in development to provide ongoing engagement support. Success is demonstrated through ITV's Engagement Survey, where emotional commitment to the organisation increased from 15% to 25% between the third quarter of 2009 and the first quarter of 2010 and rational commitment to the organisation increased from 20% to 45% in the same period.

**Talent:** average score to date is 4.55. Comments include: "very impactful and thought-provoking"; "highly appropriate" and "makes you think more about why you do things". Programme is still ongoing. Success is demonstrated by the retention and motivation of all.

Value for money achieved through: involving the FSA to run the 'Managing Money' sessions free; a tendering process to bring down fees resulting in a cost saving of around 35% (approx £81,000) and training the Internal Team extended savings by a further £10,400.

Ongoing behavioural changes are currently being ensured through Fairplace's one-to-one coaching of the HR Team, to help them manage individuals' needs and questions, as well as additional training.

Benefits to the organisation include: maintaining reputation in the market, meeting company values, increasing engagement and retention, reassuring those remaining that those leaving were well taken care of, giving the best support possible to those leaving and ensuring Managers had relevant and current skills to lead in the difficult situation.



**Date:** May 2008  
**Contact:** Sara Hanson  
**Telephone:** 0113 222 7061

In 2006 corporate values were introduced to ITV plc with the purpose of generating a common culture and promoting collaboration across a company that had grown by acquisition.

A training solution was required of a magnitude that would improve collaboration, communication and understanding of the business on a company-wide scale, bringing the corporate values to life.

The training programme focused on:

- **BOLD:** doing something differently/ seeing how others do things
- **INCLUSIVE:** understanding what others do and everyone acting as one company
- **CUSTOMER CENTRED:** working with others to provide better core services for our viewers and advertising clients.

'Colleagues United' was an initiative that offered opportunities for all our staff across the country to get out and learn more about other parts of the business. A highly visible 'show and tell' campaign offered flexibility through job shadowing, masterclasses and dining with Board Members. Managers led by example, creating opportunities, before we asked the business to do the same. We generate a catalogue of over 500 learning opportunities each year; to date over 2,500 in total for the initiative via the Learning & Development intranet site.

The aim was to implement a cost-efficient, large-scale programme, visibly sponsored by Senior Management and through gaining momentum year on year, become completely demand-led. It would change attitudes and behaviour and tackle major culture barriers around learning.

#### We Hoped this Initiative would:

- Provide an opportunity to gain new knowledge, learn new skills and identify new opportunities
- Increase appreciation of the scale and scope of what ITV does
- Help employees to identify how and when to engage with other parts of the company
- Demonstrate that learning is not just about courses and that individuals can easily try something new and take control of their development
- Improve our sense of being one company and belonging, and thus improving employee engagement, motivation and retention of staff.

#### How Successful were we?

Adult Learners' Week marked the campaign launch, using posters and communication forums to raise awareness. Senior endorsement cascaded through teams by their own participation and encouragement.

Staff were signposted to the intranet to apply on a first-come, first-served basis. A Co-ordinator was available to sort queries, matches and support staff with limited ICT skills or accessibility for staff with disabilities.

A teaser campaign generated interest, making the programme instantly demand-led (over 200 email enquiries in the first hour) and the programme's webpage receives approximately 13,000 visits per annual campaign.

## ITV

### National Skills Day/Colleagues United

#### – Cont'd

On top of the formal opportunities, informal 'reciprocal' shadowing identified through evaluation can be estimated at a further 150 opportunities per campaign. Those who were unsuccessful, or whose expectations were not met, were offered bespoke opportunities outside the official period or signposted to alternative learning and support.

- People spoke highly of the experience.

They said:

*"I would love to do it again next year! It's a wonderful idea offering enriching opportunities for new starters like myself."*

*"It made me feel part of working for ITV."*

*"I learnt so much about an area I had never considered before; it made me think about my future plans!"*

*"I am now aware of how my decisions impact on other parts of the business! I gained an insight into important parts of the business I would never normally have seen."*

- Feedback from our Employment Opinion Survey shows that advocacy of ITV – both as an employer and service and programme provider – significantly improved. Colleagues United was cited as the reason for this by a member of staff at a follow-up focus group. Our annual survey shows improvement in collaboration and awareness of learning opportunities since the introduction of Colleagues United.

This initiative offers a low cost/high impact solution, which involves Managers and teams and offers development opportunities to all staff, regardless of status or location.

Using a web-based solution, our only financial costs were marketing materials and, in some cases, travel costs. The value of this initiative is recognised by Senior Managers and staff alike, and due to demand will be further developed and repeated.

#### **Further Development:**

Since the launch of Colleagues United in 2006 we can now say with confidence that it has become embedded as one of our core annual activities. Through feedback and evaluation the scheme has been evolved to continue to deliver against priority objectives and the current company business plan.

For 2011 we hope to extend the scheme to offer opportunities on a more consistent basis, generated through two campaigns a year.

#### **Key Changes Include:**

- How opportunities are presented and administered. The site hosting all opportunities is now housed within our Learning & Development offerings to make it more accessible and to signpost people to other development solutions that are available to them. Opportunities are also structured by business areas for better search and viewing purposes
- A new type of shadowing opportunity has been introduced to the portfolio that has proven extremely popular. We offer a 'dining' experience with a Senior Manager that enables six members of staff to have a Q&A session over lunch with a member of our Senior Team
- We have also widened our opportunities beyond the UK, enabling a member of the UK Team to shadow our operations in Germany and a member of our Overseas Team to visit our UK operation
- We have improved our evaluation process to demonstrate a clearer return on investment around the scheme, and clarify how objectives have been met.

**Date:** August 2010  
**Contact:** Louise Hawkins (Lark-Train)  
**Telephone:** 01622 794586

## Advanced Language Patterns for Presenters using Neuro Linguistic Programming (NLP) Techniques

*“It was awesome, it worked! I’ve had such an amazing response from my listeners this morning. That language stuff is magic!”*

During a coaching meeting with a Presenter a discussion was held on how to increase the number of calls during the Breakfast Show. The need was explored in the meeting and was based on curiosity and the motivation to ‘try something different’, to really get to know the listener and have the ability and skills to adapt the presentation style to influence the calls.

The Presenter had had some training on questioning techniques and an introduction to the art of Neuro Linguistic Programming, but did not feel he was getting as much listener participation as he wanted.

The outcome of this would be that the Presenter would use an ‘influencing’ language and that he could see an increase in the amount of callers he was getting during his shows.

A member of the Learning & Development Team attended a course on NLP Advanced Language Patterns and discussed the benefits of using this technique on air, in a personal development coaching meeting with a Presenter. A workshop was created to give Presenters the tools and ideas of how to influence the listeners to ‘call in’, by encouraging awareness of their own language and to notice the use of language of their listeners.

The programme was delivered by Learning & Development within the business. The cost to the business was our time, as the programme was conducted after their radio show.

The session included:

- Understanding Rapport & Communication
- The Power of Questions
- Neuro Logical Levels and How to Spot them
- Positive Intention & Positive By-products of Language and Behaviour
- Language Patterns – Indirect suggestions, Truisms, Open-ended Suggestions, Or, Tag Questions.

The delivery of the programme was discussion-based, creating scenarios and putting the skills into practice.

Each Presenter’s action plan was to put it into practice and ‘notice the difference’.

As a result of their learning the Presenters created a list of questions and statements they planned to use in their shows the very next day.

The initial expectations were to identify other ways of communicating with the listeners and trying something new.

The response was evident the next day!

Presenter feedback came by text: “It was awesome, it worked! I’ve had such an amazing response from my listeners this morning. That language stuff is magic!”



**Date:** August 2010  
**Contact:** Louise Hawkins (Lark-Train)  
**Telephone:** 01622 794586

As part of the ongoing development for the kmfm Presenters, the Head of Radio identified that it would benefit the Programme Controllers (PCs) to attend a Coaching and Development programme to enable them to have the tools to give open, honest and constructive feedback on the radio shows they managed.

The business need was to further develop the talent we had within the Radio Team and to ensure that the standard of presenting was consistent with our goals and values which include:

- Belief in the individual
- Listening and understanding
- Recognising effort and achievement
- Discovering and developing potential
- Succeeding through teamwork.

Before the training, feedback was given to individuals, but not on a regular basis or in a structured way.

As a result of the training a kmfm Presenter standards form was created in order for the Presenters to be aware of the standards of practice in the business and to be used as a development tool.

This enabled the Presenters to measure their own performance against the standards and for their Manager to assess individuals' performance in a structured, constructive and consistent way.

By creating a document, it allowed the PC to give constructive feedback without it being 'personal' to the Presenter, as this was measured against the agreed standards of performance in the business.

As a result of a discussion with the Head of Radio the following brief was created –

**Desired Outcome:**

- Managers are coaching in a constructive manner to drive their team forward
- Managers understand and work towards a formal structure for coaching/feedback meetings
- Managers understand the coaching approach and when to use it
- The coaching process is one a Presenter looks forward to.

**Currently:**

- Managers have some form of coaching experience
- They have ideas of how they want them to get the best from their team
- There is currently no formal process for feedback meetings.

**Resources Available to Achieve Outcome:**

- Learning & Development to run a workshop in order to support Managers to give constructive coaching and feedback to their team
- Handouts and books to assist in learning after the workshop
- Organise a review meeting after the workshop to identify how they have put it into practice and what difference it has made
- Offer one-to-one coaching on individual development needs.

Comments by the Presenter who led the programme:

*“As a Coach and Master Practitioner of Neuro Linguistic Programming (NLP), the content of the programme was as a result of my Learning & Development and a collaborative decision to introduce new skills within the team to encourage them to be aware of their own behaviour and to understand the behaviours and language of their colleagues and their listeners. The programme was delivered by me within the business. The cost to the business was essentially cover for radio shows to enable the Presenters to attend together as a team.”*

Two one-day workshops were created in 2008/2009 with follow-up review meetings after three and six months of the training and one-to-one personal development coaching was offered to individuals.

The initial course was run for six PCs.

The sessions identified:

- Examples of what works well on air
- A checklist – to set some standards
- The right coaching approach – the GROW model
- Listening and direction skills
- Language patterns
- Skills in giving and receiving constructive feedback.

The delivery of the programme was through discussion, theory and practical exercises to put their learned skills into practice. The pre-course work consisted of identifying and recording what works well on air. There was also a resource table for PCs to research further on the subject, as well as review meetings planned and one-to-one coaching for individuals to discuss their own challenges and areas for development for themselves.

As a direct result of the training the agreed standards were documented and communicated to the Radio Team. The form was used for individuals to assess their own behaviour, as well as their Manager assessing their performance. After a time an evaluation was completed to identify what has changed as a result of the programme, what was working well, and if any changes needed to be made. Some of the feedback included:

*“Realising that taking the time out and making the effort to make my team feel valued is worth so much regarding return on investment!”*

*“Evaluating how my team are feeling, keeping them in the loop as much as possible, and giving them constructive feedback by using a ‘third party’. It has also given me the confidence to give constructive feedback.”*

*“Using different language: e.g. ‘Have you thought about doing it other ways?’, ‘How do you think you would get a better response with this?’*

*“Better relationship with members of my team and greater confidence in my ability as a Manager. The team have also responded very well when I have gone out of my way to make them feel valued.”*

*“It helps the candidate being air-checked to understand key things Managers expect from them when presenting a programme.”*

The feedback form is now used on a regular basis to enable both the Manager and Presenter to evaluate performance in a consistent way. The document was recently revamped to ensure it was continuing to work to the business needs for 2010.



# KMFM Media Sales Staff Induction Programme

1 2 3 4 5 6 7 H

**Date:** April 2008  
**Contact:** Jean Crew (Lark-Train)  
**Telephone:** 01634 227896 / 07808 632864

## Reasons for Developing and Delivering the Training

As the Kent Messenger Group portfolio continues to expand with the continued development of radio and the advent of online revenue opportunities, a wholesale review of sales induction was required in order to:

- Ensure that new Media Salespeople learn the knowledge and develop the skills required to sell appropriate solutions from the whole of the portfolio
- Ensure that the information a new Media Salesperson is required to learn is delivered in appropriately sized 'chunks', in order that it can be best assimilated. (Prior to this initiative all new Media Salespeople learned everything in one classroom-based course lasting two and a half weeks.)

## Description of the Learning & Development Programme and Resources Used to Deliver it

### Delivery

As a result of the review, (in which the Learning & Development Team involved the Commercial Director, Commercial Managers and existing Salespeople) from April 2007 the Media Sales Induction Process for all new Media Salespeople comprises five stages, which are listed below:

Stage	Title	What You Will Learn	How & Where	When & Duration
1	<b>Getting to Know Kent Messenger Group</b>	Kent as a county. KMG newspaper titles & areas. KMG radio stations & areas. Advertisement Law.	Self-learning at own office.	Immediately after attending company induction.  3 days.
2	<b>Selling KMG Products &amp; Services</b>	Selling skills. Creating advertisements & commercials. Creating, pricing & processing campaigns. KMG booking & processing procedures.	Learning & Development Centre, Unit 4, Larkfield.	Immediately after Stage 1. Media Field Sales.  8 days.
3	<b>Putting it All Together</b>	Office-specific processes.	Your office (with appointed Buddy).	Immediately after Stage 2.  3 days.
4	<b>Queries &amp; Credit Negotiation</b>	How to handle queries & negotiate credits & the associated KMG processes.	Learning & Development Centre, Unit 4, Larkfield.	3 - 5 weeks after completing Stage 3.  ½ day.
5	<b>Follow Up</b>	Prospecting. Presenting skills. Negotiation.	Learning & Development Centre, Unit 4, Larkfield.	3 months after joining.  2 days.

## KMFM Media Sales Staff Induction Programme – Cont'd

In addition to the above, within three months of a new Media Salesperson completing Stage 3, a Learning and Development Trainer audits each person's sales skills against objective criteria, which mirror the learnings from Stage 2. In order to achieve a representative audit of each person, a minimum of eight sales calls are observed. The Learning & Development Trainer will produce a graph of the results which he/she will discuss with the person's Manager. The information gleaned from the Sales Skill Audits, coupled with the Manager's knowledge of the person's performance in areas such as conversion ratios and business growth for example, helps to identify the next stage of that person's development.

Instead of the Trainers being responsible for all the training, this approach involves the learner, the Manager, and a Buddy taking responsibility for training, as well as the L&D Team.

### Evaluation

Knowledge levels are evaluated by testing at various stages throughout the programme.

Sales skills are evaluated via the Sales Skill audit process mentioned above.

Immediately following Stage 2, reaction to the course is ascertained by post-course questionnaires. Feedback is graphed and circulated to all delegates, along with details of any action that is to be taken as a result.

Four weeks after completion of the whole programme all delegates are asked the following:

<b>1. To what degree did the Media Sales Induction Programme prepare you to do your job?</b>	Totally	
	Mostly	
	A little	
	Not at all	

<b>2. Of all the things you learned during the programme, what have you found to be the most and the least useful back in the workplace, and why?</b>	
Most useful:	Because:
Least useful:	Because:

### 3 . What else, if anything, would you like to have learned during the Induction Programme that would have helped you do your new job?

All the information obtained during the evaluation process is collated and used at quarterly reviews of the programme, which involve Salespeople, Commercial Managers and Trainers, assuring relevance and quality.

The benefits this training has brought to overall business performance, as well as to individual and team performance, include:

- More involvement by Managers in their people's Learning & Development
- Creation of a network of Buddies, which provides additional on-site support for the learner.

#### **Criteria for Choosing a Buddy:**

- Knows the office processes and systems well and follows them
- Communicates in ways that others can easily understand
- Listens really well
- Is a great Salesperson
- Sets a great example to others.

#### **Role and Responsibilities of a Buddy:**

- To make sure that the new member of the Sales Team knows all the information listed above, and understands why the knowledge is necessary
- To demonstrate best sales and administration practice by example
- Timescale – between now and the new Salesperson completing his/her credit and query
- Negotiation training to take responsibility for dealing with all matters relating to customer
- Services, credits and queries for the new Salesperson
- More Trainer time available to dedicate to developing and delivering training to serve the needs of the rest of the business a saving of four days' Trainer time every month.



# KM Radio

## Evaluation System for Training Provided to Staff

1 2 3 4 5 6 **7** H

**Date:** June 2009 – ongoing  
**Contact:** Jean Crew (Lark-Train)  
**Telephone:** 01634 227896 / 07808 632864

At KM Group we are committed to providing training that is needed for each individual to perform their job role and we constantly evaluate this with employees, in order to adapt what we provide.

Supporting documents that outline the process include joining memo, pre-course form and memo post.

Our philosophy at the Kent Messenger Group is to provide Learning & Development opportunities for all staff, based on their individual needs.

The KM evaluation process involves the individual, their Manager and an L&D Trainer undertaking the following:

- Identifying the problem/need – i.e. current state
- Identifying the aspiration/goal – i.e. desired state
- Designing and providing the solution that fits
- Evaluating the immediate reaction to the learning intervention
- Evaluating the difference in the workplace as a result of the learning intervention
- Results are reported each month at CM level. Example outlined below.

Name	Focus	Aspiration (goal/objective)	Result
<b>Multimedia Exec (National Sales) Workshop</b>	Radio Refresher	Increase radio knowledge & skills to grow revenue	First campaign sold
<b>Multimedia Exec Commercial 1:1 Training</b>	Using Adora Booking System	To be able to book & manage client base	100% increase
<b>Multimedia Exec Commercial 1:1 Training</b>	Territory Management	To complete a client audit	70% of audit completed
<b>Radio Features Exec 1:1 Training</b>	Sales Training	Understanding the sales culture of the KM Group & grow revenue	Target achieved
<b>Multimedia T/Sales Commercial 1:1 Training</b>	Call Rate	Increase average number of calls made by 63%	80% increase

# KM Radio

## Evaluation System for Training Provided to Staff – Cont'd

### **Current Activities Include:**

- Measuring an individual's performance against observable behaviours and results to pinpoint 'before and after' learning intervention
- In-house behavioural 360° assessments for Managers against KMG management competencies and behaviours
- New six-month Sales Development Programme focusing on key skills for Senior Sales Executives
- Growing the contents of the KM in-house Resource Library, housed in the KM Learning & Development Centre and accessible to all staff for self study
- Bespoke coaching programmes for Managers
- RACE training for multimedia staff
- Airwaves training for multimedia staff.

### **KM L&D Provision:**

The KM Group has a dedicated in-house L&D Team comprising three full-time staff:

- 1 x Management Trainer and NLP Master Practitioner
- 2 x Media Sales Trainers.

What really sets KMG apart is a total belief in people's potential and the determination to do all that is possible to create an environment in which that potential can grow and flourish, which has a direct impact on performance and, ultimately, the commercial success of the business.

# LIME Pictures Limited

## Media Placement Scheme

1 2 3 4 5 6 7 H

**Date:** January 2009 – ongoing  
**Contact:** Erica Clarke  
**Telephone:** 0151 722 9122

As the business grew, we identified a need to ensure that talent was available to deliver on all objectives, plus the need to develop succession-plan initiatives and entry points within the business for difficult-to-source roles. These were just two of the motivating factors prompting the decision by Liverpool-based Lime Pictures to launch their innovative Media Placement Scheme.

In a bid to introduce a sustainable, cost-effective means of attracting and retaining emerging talent, the scheme aimed to develop the company's succession-plan initiatives and entry points to stimulate movement and target specific technical roles within the business that can often prove difficult to source. In addition, the development of existing staff as Mentors would motivate, engage and develop the current skills base and ensure ongoing support for new Placement-holders.

In the long term the company also planned to enhance its employer brand by engaging with relevant internal and external stakeholders. The resulting talent pool would be drawn from a wide community, eager to gain experience in and access to the media industry. This would reduce recruitment costs and overheads.

A specific needs analysis was conducted to identify target areas for placement allocation and the creation of bespoke programmes of opportunity and development for specific roles within TV production. These programmes were formal, structured and focused – unlike traditional, broad-based media courses – by filtering out 'stargazers' in favour of serious contenders, and replacing the company's original, more typical, informal placement scheme.

Lime Pictures unveiled their new initiative in January 2009 with a series of open days aimed at the local community and educational establishments, which were designed to inform, educate and attract potential talent. Subsequently this model was extended to include the national and international community.

At a cost of £20,000 the Media Placement Scheme, which gave candidates a thorough induction to media and Health & Safety, also offered participants insight into 12 separate departments within Lime Pictures – including working on flagship productions such as *Hollyoaks*. 139 successful applicants, including individuals from diverse and under-represented groups, took up a variety of placements lasting from one day to one year. These covered not only programmes tailored to individual and business needs, but included allocated Mentors from the existing staff base, who in turn received instruction and coaching support. The scheme was entirely designed, managed, co-ordinated and delivered across the company by the Lime Pictures Internal HR Services Team, with salary expenditure absorbed into existing budgets at nil cost.

## LIME Pictures Limited Media Placement Scheme – Cont'd

As a result of the initiative, in its first year alone the 139 programmes produced:

- 90 generalist placements
- 10 specific diversity placements
- 39 undergraduate placements.

83% of these were under 24 years of age, with a further 12% under 34 years of age. In total 35 individuals, including five from diversity placements, secured various levels of employment specifically linked to this initiative. All 139 gained valuable experience, which enabled them to apply for permanent positions within the industry, thus fulfilling the company's wider social responsibilities, as well as meeting its own skills needs. A talent pool covering all target areas was created, and a platform for the sharing of expertise from Employee-mentors has been provided, which, in turn, has furthered their own mentoring/communication/organisational skills. Sustainable relationships with key educational providers, broadcasters and partners have been established, and the Lime Pictures employer brand has been considerably enhanced, as witnessed by local press coverage and recognition of this scheme with a nomination for the CDN Awards 2009: 'Excellence in diversity off-screen recruitment'.

The scheme continues to go from strength to strength, with oversubscription of further placements until 2011/12. Additional developments to the initiative have included Director Shadowing and Short Films produced on Training Weekends.

For an initial outlay of £20,000 in setting up, running the scheme and providing the placements, the return on investment for recruitment, plus Placement-holders working on real projects, is estimated at £57,000 – an exceptional result, which can only increase as the scheme expands over the coming years.

# Lincs FM

## Performance Coaching

1 2 3 **4** 5 6 7 H

**Date:** April 2009  
**Contact:** Nia Williams  
**Telephone:** 01522 549900

The growth of the Lincs FM Group from one station to eight in 13 years and the increase of employees within the Group meant that meaningful training was essential to meet the needs of the business.

In December 2005 it was decided that in order to maintain the competitive advantage/market share, whilst increasing listeners to the Group stations (measured through the quarterly RAJAR results), and to get the best out of the Presenters and Journalists within the Group, a dedicated Coach was needed for the Programme Department.

With this in mind the Programme Manager at Trax FM was promoted to Group Programme Manager for the Lincs FM Group. His new role was solely to coach, mentor and develop all employees within the Programme Department. It was agreed that the role of Group Programme Manager would be permanent, to enable all employees within the Programme Department to receive valuable coaching from an experienced Programmer, to allow new employees to be trained to a high standard and also as a way of developing new Journalists, fresh from University.

The objective of having a Group Programme Manager dedicated to coaching was to improve the overall performance of on-air employees and therefore retain and grow audience share throughout the Lincs FM Group, which in turn would increase revenue, productivity and enhance employee satisfaction. These objectives would be measured by quarterly RAJAR results, increased revenue and a decrease in turnover for the Programme Department. There was no set timescale for improvement, but a need to see an increase in figures over the coming months/years.

### How the Programme was Designed and Delivered

Once it was identified that a dedicated Coach was the best way to improve performance in the Programme Department, the ideal candidate was the Programme Manager at Trax FM. He has over 20 years experience in the radio industry, including presenting, managing Programme Teams at several radio stations and launching and relaunching a number of other stations.

He has also worked with various Radio Consultants and believes passionately in the coaching process to improve performance and further careers:

*“Traditional snooping sessions cannot do this, coaching can.”*

He adds: *“They develop existing and new talent, empower, challenge and lead to a satisfied and more productive department.”*

In order to deliver the coaching scheme, the Group Programme Manager visits all stations and carries out one-to-one coaching with all programme employees; approximately 40 people. The meetings are honest, open and carried out at regular intervals. They hold up a mirror to the On-air Performers’ work and review what went well, what didn’t work so well and also agree action points for the next meeting. They also act as a forum for ideas and focus on audience benefits, which increases awareness, creates responsibility and drives performance.

# Lincs FM

## Performance Coaching – Cont'd

The Group Programme Manager also writes and delivers training specific for different sections of programming. All Breakfast Presenters were required to attend a breakfast “boot-camp”, which provided training on all aspects of a breakfast show, from delivering effective travel news to ensuring that listeners are engaged. This training was well received and subsequently training was developed in other areas. These included Afternoon and Mid-Morning Presenter “boot-camps”, and Automation training.

These training and coaching sessions are developed from the identification of skills gaps through performance appraisals, reviews, one-to-one sessions and day-to-day discussions. The success of the coaching sessions is measured through the feedback from the employee and their Manager, improved on- and off-air performance and through the quarterly RAJAR results.

The only cost of this coaching initiative has been the salary associated with the Group Programme Manager, but this cost is outweighed by the benefits of the scheme, the improved performance of all our On-air employees and the increase in listeners.

### **Outcomes & Benefits**

Since the introduction of a dedicated Coach within the Lincs FM Group, the Programme Department has thrived. All On-air employees are benefiting from the sessions, performing to a high standard. The feedback is very positive and employees enjoy the regular sessions and gain greatly from the feedback provided by the Group Programme Manager.

The on-air performance has improved dramatically, the links are more succinct and interesting, which engages listeners, clients and improves the sound of the stations. The Programme employees are

more motivated and enjoy their shows knowing that they are producing quality radio. Their confidence has increased with regular coaching and they now go out and about in the patch to speak to listeners and to encourage even more people to listen to the Group stations.

Revenue has also increased year on year since 2006, with the month of March 2008 being the best month ever seen by the Group. Audience figures have improved since 2005. Weekly listeners (15+) have increased by 13% from 555,000 to 628,000 (source: RAJAR/Ipsos MORI/RSMB). This is a great achievement, of which the Group is very proud. Part of this success must be attributed to the introduction of the Group Programme Manager and the essential work he has done to improve the output at all the Lincs FM Group stations.

The creation of a dedicated Coach for the Lincs FM Group has far exceeded the initial expectations. He is highly respected by employees, has a strong relationship with those he coaches and even has a Facebook group dedicated to him. The cost of employing the Group Programme Manager is minimal compared to the benefits of having him available to all Programme employees and the role is now considered an integral part of the Lincs FM Group. The Group is also looking to offer Group Programme Manager training/coaching to external bodies.

# Playboy TV

## King or Queen for a Day

1 2 3 4 5 6 7 H

**Date:** May 2007  
**Contact:** Andrew D Wren  
**Telephone:** 020 8581 7000

In the autumn of 2006 all staff, except those required for night duty transmission work, were invited to attend off-site team-building sessions, aimed at building on induction and company awareness training.

These quickly became known colloquially as 'King or Queen for a Day', after one of the exercises.

The exercises set were as follows:

- What are the three main things that would make the division a better place to work?
- What are the three main problems that stop us being as effective as we could be?
- Come up with three brand new ideas for your respective departments that we could implement in the first half of next year, and would generate substantial revenues or save us substantial costs
- If I was in charge of the company for the day I would...(‘King or Queen for a Day’).

In addition Heads of Department (HODs) were expected to use the sessions to reinforce earlier induction and company awareness training and some invited other HODs to give an insight into other parts of the business.

Once all of the sessions were completed, HODs were asked to submit results and feedback to Senior Management. These were discussed at a number of subsequent meetings and feedback given to the HODs for them to pass back to the staff.

As a result of the sessions, implementation of the following ideas has already taken place:

- Flexible working hours have been introduced on a limited basis
- An ‘Employee of the Month’ scheme has been introduced
- The offices have been given more of a Playboy ‘feel’ and more branded merchandise distributed to staff to improve the feeling of belonging.

Christie Hefner, then the Chairman of the Board and Chief Executive Officer of the US parent company, visited in April 2007 to meet with all of the UK staff as one of her twice-yearly UK visits and took away the following additional ‘King or Queen for a Day’ suggestions for review:

- The inclusion of UK staff in company long-service award schemes (which has since been implemented)
- ‘Job swapping’ between the UK and US companies.

The total cost of the ‘King or Queen for a Day’ exercises did not exceed £10,000. The benefits are unquantifiable, but in terms of staff goodwill generated and improved morale, are ‘guesstimated’ to have exceeded the costs.



**Date:** May 2007 – ongoing  
**Contact:** Dan Kerkel  
**Telephone:** 020 7705 7837

## Development at QVC begins with a clear vision of what the business will look like in the future.

From the beginning the Development Team guided the Executive Team through a process of creating a unique vision using Balanced Scorecard principles.

As a completed document, The QVC Vision provides high-level targets for all areas of the business and indicators for success. The Development Team also helps Line Managers translate The QVC Vision into local initiatives in all areas of the business. These are known as Blue Chips and contain sufficient detail to execute the identified projects and initiatives in a given calendar year. Training needs are ascertained both locally, based on pressing issues, and more globally, based on a long-term view. The overall objective is to sustain our success by helping people develop their skills (see The QVC UK Vision <http://corporate.qvcuk.com/aboutqvc/vision/>).

Alignment is achieved by a series of formal meetings, brochures and videos, as well as informal discussions. Meetings emphasise collaboration and participation, to build awareness and ownership. For example, a company video shows interviews with the Executive Team, who explain The QVC Vision in a conversational manner. During the vision launch, the Executive Team invited all employees to listen to a presentation and ask questions directly to the Executive Team. New starters are exposed to The QVC Vision at induction and thereafter each new employee's Manager or Team Leader speaks to them about how the work they do fits in with The QVC Vision. Throughout the year business updates are provided that revolve around the vision and provide opportunities for all people to set personal goals in line with The QVC Vision. Informal conversations and discussions that take place in these

meetings create alignment and generate ideas for the future.

The unique blend of a people-friendly culture and hard-charging business initiatives has been impressive in the results provided. Our customer perception scores are strong and rising, we continue to invest in our local communities, both in terms of infrastructure and jobs, and our charitable work with Breast Cancer Care has created an important partnership in different sectors.

From an internal perspective our people benefit from a friendly, energetic environment that allows them to be themselves. This was demonstrated recently when we received the results from the UK Great Place to Work survey, sponsored by the Financial Times. It showed our strengths to lie in the softer side of the business. Our Management Team is seen as capable and honest, people are treated fairly, regardless of age, sex, race or disability, and we have a friendly, welcoming environment. Although we have plenty to work on, we have a solid foundation that can be felt instantly throughout the business.

It is clear that our culture plays an important but unseen role in our success by forging collaborative relations, creating energy and allowing people to be themselves, yet still feel part of the greater picture. We achieve this by striking a balance between an informal, friendly atmosphere and ambitious, formal business objectives.

'Success through Culture' is an ongoing programme, currently undergoing substantial modifications.



# Sony Pictures Entertainment

## Energy Project Roll out

1 2 3 4 5 6 7 H

The Energy Project was launched as a culture change initiative, to change the global culture towards one that values outputs rather than inputs; the value the employees create rather than the number of hours they spend at their desks.

Everyone globally will have participated in the programme by the end of 2010 – a three-day version for the Senior Executives and a one-day version for everyone else.

The Energy Project is also a personal development training course with individual learning. Due to the nature of the programme encompassing all areas of one's life, the change in performance/key learning will be different for each person. No learner targets have therefore been set. There is no benchmark to measure success. However, we have seen the impact at the two levels, individual performance (either in their personal or work life) and at the company culture level.

We used an external company, 'The Energy Project', to develop the content. We delivered the sessions (HR Team globally) and we tailored the content to the local audience. It contains four modules: Physical, Emotional, Mental and Spiritual. It teaches the delegate how to optimise their energy levels. It is based upon the idea that time is a limited resource but energy is within us and is something we can systemically expand and restore – by, for example, taking good quality breaks, sleep, nutrition, exercise, focus, positive emotions, being passionate about what we do.

The Roll out will be completed in autumn 2010. It will have then taken two years in total to train every employee worldwide (in a combination of English and local languages).

We only had positive feedback on the course evaluation forms. Some delegates said it was life changing. Each person's 'take away' is different as it is dependent upon what resonates with them and their lives. The key to the success is in the follow-through; what they are doing afterwards. Throughout the workshop they develop actions (we call them rituals) for them to launch to make lasting changes within their life. This could encompass their work or home life or both.

It is difficult to measure fully the impact of a change in culture. However, as culture is often shaped by our Leaders, there have been significant differences in their behaviour following the Energy Project. We also now have an Energy Project Committee with the Senior Leaders to implement initiatives that will continue to embed these changes in our culture. We are looking at flexible working, email and meeting management, and ways to improve communication across the company following on from these meetings.

We will be building on the concepts covered, such as emotional intelligence, creativity, etc. with our next year's training curriculum.

1

2

3

4

5

6

7

H

# Sony Pictures Entertainment Lunchtime Learnings

1 2 3 4 5 6 7 H

‘Lunchtime Learnings’ are 90-minute training sessions providing internally designed and delivered presentations on soft skills and business-critical issues.

As a new L&D Department we recognised that resourcing constraints often prevented attendance on full training sessions. We also wanted to raise the visibility of the new department within the company. We internally designed and delivered a series of Lunchtime Learnings – the soft skills sessions by our Learning & Development Manager and business-focused presentations by Senior Leaders.

There is one ‘Lunchtime Learnings’ session a month. The sessions are presented in the company’s cinema screening room. The only additional cost per session is the lunch. Sessions are well attended, with around 60 employees in some of the Business Leader presentations. These sessions are open to everyone within the London-based office and they have proved a great way of building relationships across the business.

The soft skills covered so far have been ‘Presenting with Impact’, ‘Encouraging Creativity’, ‘Managing Stress’, ‘Personal Branding’ and ‘Managing Conflict’.

Due to excellent feedback and oversubscription for the sessions, the Leader presentations will be repeated in 2010/11, together with new classes that Functional Directors will present, for example, ‘What is Going on in Digital Marketing?’, by one of the Marketing Directors.

Through the ‘Lunchtime Learnings’ sessions there has been an increased understanding in what each division of SPE does, stronger relationships between the different divisions and departments and an improved perception of the Learning & Development function.

We have since also introduced half- and full-day courses on the same topics, to supplement the learning for those employees who would like to attend a more in-depth session.

**Date:** August 2010  
**Contact:** Meridith Law  
**Telephone:** 020 7299 6229

## An Induction Programme that is creative, engaging and expresses the vision and values of UKTV.

At UKTV we are committed to offering opportunities for professional and personal development. We aim to create an environment in which individuals are actively helped and encouraged to enhance their skills and knowledge. Our approach to training and development is one that reflects our core values of curiosity, creativity and connectedness, whilst also taking into account the needs and aspirations of our employees.

There was a general acceptance that the Induction Programme was critical to ensuring that new starters settled in quickly when joining UKTV and that they were armed with the information they may require.

We also felt that the induction process offers a great opportunity for creating the right impression. It was recognised that the impression new starters had before the new programme was introduced would vary depending on who the Line Manager was and what department they had joined. The message being received was unfortunately quite inconsistent, with some Managers investing a lot more time and effort in new joiners than others. We wanted our new initiative to have a uniform approach that could be easily adapted, and believed that our Induction Programme should reinforce the new employee's decision to join us.

We wanted our Induction Programme to be creative, engaging and express the vision and values of UKTV. Having undergone a complete rebrand of ten channels, we wanted to ensure that the channel themes were carried throughout the initiative.

A Project Group was formed consisting of key members of staff from various disciplines, including HR, Marketing, Commissioning, IT and Strategy. The Project Group formed in August 2009 and agreed to have the new Induction Programme ready for launch within 12 months. The overall objective for the group was **to devise and implement a comprehensive UKTV Induction Programme, shaped by the employer brand**. We agreed that the Induction Programme would cover the first six months of an employee's service and would tie in with the end of the probation period.

The Project Group brainstormed new and innovative variations on the content of the current induction plan, ensuring that the topics for inclusion would be useful and informative about **'everything UKTV'**.

It was agreed that existing induction staples such as 'Coffee with the CEO' and visits to our Market Kitchen studio and the Red Bee play-out suites would remain in their current form.

### New Induction Elements

#### A Sneaky Peek inside UKTV DVD

In order to inject more creativity into the 'Meet HR' element, team members from HR worked closely with an independent production company to develop, script and produce a ten-minute DVD. Rufus Hound, on-screen talent from Dave's *Argumental*, was secured as the Presenter, who takes viewers on a tour of UKTV, introducing the departments with his uncanny wit and humour.

# UKTV

## Induction Programme – Cont'd

### Introducing the UKTV Little Black Book

A 'filofax'-style A5 folder, with the company vision, 'We creatively connect audiences with great programmes', embossed on the front, features a welcome note from the CEO; introduction to our Executive Team and the departments; a jargon-buster; a 'Meet the Brands' section; a guide to getting through the first six months and a breakdown of the benefits package. To convey UKTV's unique tone and personality all the sections are themed with one of our channels, so for instance, 'How to Crack your First Six Months', is in the format of crime investigation channel, Alibi, and the 'Who's Who' section takes inspiration from the comedy channel, G.O.L.D.

Getting ten TV channels and websites to TX is a complicated process and understanding where each individual fits in can be quite mind-boggling. So to complement the Little Black Book, an innovative map in the design of the London Underground Map was introduced, which illustrates all the key processes that are responsible for creating, delivering and monetising UKTV's content on TV and the web.

Each business process is depicted by a coloured 'tube line', and 'stations' on the line highlight the tasks to undertake and the department responsible. We believe the map is an excellent way of helping new joiners to understand how all the elements of delivering ten TV channels and websites fit together.

Other strong features that our review has helped to reinforce are: support for colleagues taking on new roles and new responsibilities; allocation of a Buddy to help new staff settle into their role, plus close support from Managers and immediate colleagues; great care taken with colleagues on maternity leave, to keep them in touch through update meetings and special arrangements where necessary, for their supported return to work.

At UKTV we pride ourselves on the quality of the channel experience we provide for our viewers and hope to have replicated this quality experience for new joiners with our new-look Induction Programme.

We were allocated an overall budget of £40,000, which covered the production of the Little Black Book, delivery of the video, the branded USB sticks and to deliver the Connection Day – a day to showcase all the departments and how they interact with one another to enable us to broadcast our programmes. This is a fun, interactive day, which complements the tube map, by taking new joiners on a journey across the different elements of how UKTV works.

The new-look Induction Programme has exceeded our expectations and has received praise from our Executive Leadership Team and new starters alike; and also praise from the BETR Validation Team, who considered our processes 'exemplary'.

We introduced a mid-probation review at three months and used this meeting as an opportunity to gather some initial feedback on the new Induction Programme. The feedback has been overwhelmingly positive, with comments such as:

### Induction Video

*"It was presented in a nice style, was inclusive; used humour and warmth, which helped to feel welcoming."*

*"Good to see a famous face, which indicated that UKTV works with key talent."*

### Little Black Book

*"Great! I can't live without it. It supported the vision and values, which are reflected everywhere."*

*“Helped me get to know the channels better and made it less daunting and it is great to refer to.”*

We've also asked new joiners to compare their experience of induction at other companies with the UKTV experience. Some of their comments are listed below:

*“The best to date – delivered with humour and friendliness, which also made me feel part of an exciting venture and part of a team.”*

*“Genuinely one of the best and well thought-out; made me feel part of UKTV.”*

*“A lot more comprehensive and personal.”*

*“Induction arrangements were stunning.”*

*“The reviews were valuable as I needed to gauge my progress and have the tools to improve as quickly as possible.”*

*“The culture here is second to none!”*

*“It makes me feel really welcome. To be honest, I felt that way from the moment I received my offer letter in the welcome pack. I couldn't wait to join.”*

The Induction Programme is reviewed on an annual basis, where content is amended to take account of changes within the business, ensuring it is current, innovative and continues to add value.

New employees are embedded in the culture more easily and quickly and have a greater understanding of our vision, purpose and values. The induction plan equips new joiners with information and tools needed to assist them with their day-to-day accountabilities in a connected and creative way.



**Date:** September 2008  
**Contact:** Jonathan Carroll

## A three-year TV Skills Strategy was launched in July 2006 and was the result of a collaboration between the television industry and Skillset.

The strategy provided an up-to-date picture of the skills, talent and company development needs of the UK's television industry. An Action Plan set out how the television industry and Skillset would work together to take action to address any skills gaps or training and education issues identified.

In 2007 and 2008 UTV, in partnership with Northern Ireland Screen, decided to deliver five highly employable individuals to the television sector.

### Objectives:

- Hands-on training scheme to encompass 25 applicants undertaking a number of training sessions, in conjunction with an ongoing selection process and final placement of five trainees (out of the 25) within UTV on a four-month placement
- An opportunity for people not already established in television, who could demonstrate a clear commitment to developing a career in the media, and who would participate in a training programme that included the fundamental aspects of television production
- Applicants to the scheme expected to indicate both the department and role that interested them most

- A training bursary paid to each successful participant during their four-month placement
- All participants in the programme required to sign a contract with UTV and, by doing so, give written commitment to adhere to the training and production values of the scheme.

### Applicants:

- Applicants had to be resident, for tax purposes, in Northern Ireland. The scheme was not open to students in full-time education
- Applicants had to be aged 18 years or over
- All applicants were expected to show clear evidence of a commitment to developing a career in the media in Northern Ireland
- The training programme involved a minimum of five months' work for each of the final five people (this included both the training course and time spent on placement). Applicants had to be prepared to commit at least this amount of time to participating in the scheme.

# UTV

## Skills Focus – Cont'd

There were over 169 applicants and selection was based on the needs of the industry, together with weighting shown towards relevant training or educational qualifications.

### Clear Knowledge of and Commitment to the Sector:

Media studies or related tertiary level qualification	1
Media studies or related secondary level qualification	0.5
Media work experience (paid or unpaid)	1
Previous media career training	1
Amateur film-making	1

### Area of Interest:

Producing/Directing	2
Technical	1
Presentation	0

### Strong Argument Regarding their Contribution to Scheme:

This was used to aid the selection discussion and detailed feedback was provided to those who were unsuccessful.

25 people were chosen to participate in the initial training seminars, which comprised both individual and practical group exercises, including work on OFCOM regulations, Health & Safety, programme promotion, music, copyright and factual production.

An Independent Producer was contracted to give a seminar on his experiences working within the industry and various Heads of Department at UTV were also engaged in the seminars and assessment process.

Participants were invited to complete feedback forms and any issues were addressed.

All 25 participants were interviewed on Day Three, after the first two introductory training days. From these, 12 participants were then selected to take part in further, advanced training. They were also each given a disposable camera to present a factual story at Stage Two.

Comparisons can be made to the X-Factor model of 'boot-camp' workshops and gradual elimination.

Upon completion of a further two days' training, the 12 participants were interviewed and five were offered a four-month, paid placement in UTV. During this placement they had an induction meeting with every Senior Manager across the company and they had a rotation within the New Media, Radio and Television divisions of the business.

Every month the Placement-holders were invited to provide feedback and met with the staff from Northern Ireland Screen. During their 12 weeks at UTV they also produced a half-hour documentary, which is to be broadcast.

The total cost of the Skills Focus training scheme was £50,000.

One of the big advantages in holding training seminars locally meant that these workshops were also available to internal staff and some employees did attend on an ad hoc basis.

A few of the initial 25 participants dropped out, as they were offered immediate employment, due in part to the high calibre of their CVs, but many went on after training to find work within the industry. There were one or two Trainees who changed direction from an interest in the television sector to that of the film world. Some also found the competitive nature of television too daunting, but this was the exception.

The five successful Placement-holders found the four months particularly beneficial. Four are actively seeking employment within the industry and one is working in a freelance capacity at UTV.

The biggest challenge during their training was the actual production of a half-hour documentary. Each step in the process was carefully mentored and guidance given where required. Not only were the Placement-holders hands-on, but but they were commissioned to produce a product that would only be broadcast if up to standard, both technically and aesthetically. This project would also become an invaluable resource for future job applications.

## Case Study Key – Strands

### Strand Key

<b>1</b>	Training Planning Driven by Organisational Objectives
<b>2</b>	Ensuring New Staff are Equipped to Contribute
<b>3</b>	Maintaining Appropriate Individual Performance Review Process
<b>4</b>	Meeting Training Needs through On-job Training and Development
<b>5</b>	Meeting Training Needs through Off-job Training Provision
<b>6</b>	Communication with Staff that Supports the Creation of a Development Culture
<b>7</b>	Evaluation Systems
<b>H</b>	Historical Case Study

## The Self-evaluation Grid

A summary of the grid is set out on the following pages. Further details on the strands and how to progress through the levels of provision can be found at:

[www.training-skills-guidebook.info](http://www.training-skills-guidebook.info)

SELF-EVALUATION OF TRAINING & DEVELOPMENT	No Provision	Base Provision	Medium Provision	High Provision
<b>1. Training Planning Driven by Organisational Objectives</b>	We do not have a training and development plan. There is no formal process by which we link our training and development activity to individual or organisational goals.	We consult informally with staff to identify and plan the training and development activities that will help them achieve their individual goals.	We identify training and development needs and plan activity in line with the needs of the whole business or individual departments, at regular intervals.	We create business and training and development plans, ensuring that they are interlinked. Business progress and training and development support are reviewed at regular intervals and plans are updated accordingly.  Appropriate resources are allocated for training and development in all areas.
<b>2. Ensuring New Staff are Equipped to Contribute</b>	We do not provide any form of induction training.	We have an informal approach to induction.	All staff are offered timely induction specific to their needs to ensure they understand the company, their contribution to the company's success and their contribution to/fit within the industry.	Every new member of staff participates in a timely, structured induction programme, which gives them a clear understanding of the company, their contribution to the company's success and their contribution to/fit within the industry. Evaluation is through new joiner feedback, performance and short-term turnover. Appropriate induction is arranged for staff who change jobs within the company.
<b>3. Maintaining Appropriate Individual Performance Review Process</b>	We do not conduct individual performance reviews.	We conduct individual performance reviews informally on an ad hoc basis to identify training and development needs. Training activity may follow.	We conduct regular individual performance reviews that identify training and development needs, take action to meet identified needs and confirm its effectiveness with the individual.	We conduct regular individual performance reviews, encouraging at least biannual reviews that identify training and development needs. We take appropriate action to make sure needs are met and measure the impact of the action on individual and business performance.
<b>4. Meeting Training Needs through On-job Training and Development</b>	Staff do not participate in training and development activities on-job.	On-job training and development is conducted informally to equip people to perform in their current role. We do not evaluate on-job training and development.	Structured on-job training and development is conducted to equip people to perform in their current role. We offer opportunities to develop the skills required to meet future business needs and/or roles.  Training is evaluated against expected personal outcomes jointly by the individual and their Manager.	There is a range of structured opportunities for on-job training to equip people to perform in their current roles. We offer opportunities to develop the skills required to meet future business needs and/or roles. Training is evaluated against expected personal outcomes jointly by the individual and their Manager. The impact of training and development on staff turnover, skills needs and overall business performance is measured regularly.
<b>5. Meeting Training Needs through Off-job Training Provision</b>	We do not release our staff from their day-to-day role to attend in-house or external off-job training.	We provide access to some off-job training to address specific skills. We do not evaluate its effectiveness.	We ensure staff gain access to necessary off-job training. We require feedback on content and delivery of all off-job training.	We are committed to ensuring that each member of staff has access to relevant off-job training and development opportunities. Staff members and Managers agree and feed back on the impact and value to the business of the development received.
<b>6. Communication with Staff that Supports the Creation of a Development Culture</b>	We do not communicate with staff about training and development. Staff are not aware if training and development is available. There is nowhere for staff to access information on training and development opportunities.	Staff receive information about training opportunities on an ad hoc and informal basis.	Staff understand the competencies required to perform their roles effectively, and know about the interventions available to help them develop those competencies within and beyond the organisation.	Training and development opportunities are available to all and we communicate these to staff. Leaders promote training and development in our organisation and are active in communicating opportunities that are available to all.
<b>7. Evaluation Systems</b>	We do not evaluate the impact of training and development on individual or organisational performance.	We undertake some informal evaluation of the impact of training and development on individual performance.	We evaluate training and development activities using a structured evaluation methodology to determine whether people's knowledge, skills and performance have improved.	We evaluate training and development activities at individual level, and at regular intervals review the impact they have on business performance, adjusting our plans for future training and development accordingly. We use a structured evaluation methodology.

