

**Training & Skills  
Case Study Portfolio**



## Good Practice Case Studies

**We have identified many areas of strong performance/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 are for 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 These reflect training programmes that are no longer active but still offer an example of good practice.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

# Case Study Key - Strands

**Strand Key** (for full grid click here)

<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 & 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

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

	1	2	3	4	5	6	7	H
<b>1 BBC College of Journalism</b> Safeguarding Trust	●	●	●	●	●	●	●	●
<b>3 BBC Leadership Essentials</b>	●	●	●	●	●	●	●	●
<b>6 BBC Learning Board/Academy</b>	●	●	●	●	●	●	●	●
<b>7 BBC Training &amp; Development</b> Connect & Create	●	●	●	●	●	●	●	●
<b>9 BBC Upfront BBC-wide Induction Programme</b>	●	●	●	●	●	●	●	●
<b>10 BSkyB Ltd</b> Developing our Managers - Believe in Better	●	●	●	●	●	●	●	●
<b>13 Channel 4</b> Induction Video	●	●	●	●	●	●	●	●
<b>14 Channel m</b> Bespoke Edit Training	●	●	●	●	●	●	●	●
<b>15 CNBC</b> Knowledge Sharing & Learning Forums	●	●	●	●	●	●	●	●
<b>17 CNBC</b> Session C	●	●	●	●	●	●	●	●
<b>19 Discovery Networks</b> Utilising Performance Management to Best Effect	●	●	●	●	●	●	●	●
<b>21 Global Radio</b> Masterclass	●	●	●	●	●	●	●	●
<b>23 GMG Radio Holdings</b> Induction Programme	●	●	●	●	●	●	●	●
<b>25 History Channel</b> Learning & Development for Edit Assistants	●	●	●	●	●	●	●	●
<b>27 Ideal Shopping Direct plc</b> Foundation Programme	●	●	●	●	●	●	●	●
<b>29 ITV</b> National Skills Day/Colleagues United	●	●	●	●	●	●	●	●
<b>31 KMFM</b> Media Sales Staff Induction Programme	●	●	●	●	●	●	●	●
<b>34 KM Radio</b> Evaluation System for Training Provided to Staff	●	●	●	●	●	●	●	●
<b>36 Lincs FM</b> Performance Coaching	●	●	●	●	●	●	●	●
<b>38 MUTV</b> Graphics Department	●	●	●	●	●	●	●	●
<b>39 Playboy TV</b> King or Queen for a Day	●	●	●	●	●	●	●	●
<b>40 QVC</b> Success through Culture	●	●	●	●	●	●	●	●
<b>41 UTV</b> Skills Focus	●	●	●	●	●	●	●	●

# BBC College of Journalism

## Safeguarding Trust

1 2 3 4 5 6 7 H

**Date:** August 2008  
**Contact:** Vin Ray, Alex Gerlis  
**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 18th 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. 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 between (acceptable) artifice and (unacceptable) deception falls. 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 5th November 2006 and 31st March 2008 a total of 19,350 staff attended the workshops.**

# BBC 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 on 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, although we do run ad hoc sessions if there is the demand. 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 forty-five 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:

**<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.

**Date:** November 2007 - ongoing  
**Contact:** Olivia Loughnan  
**Telephone:** 020 7208 9403

## A blended learning initiative, developing leadership capability in the BBC.

A new focus on the role of excellent management has emerged in the BBC, driven by its Creative Future strategy and in response to the external world in which the BBC operates. The Creative Future strategy encompasses the BBC's aims to provide innovative and quality content for all its audiences and to be the most creative place to work in broadcasting. This poses many challenges and excellent leadership is needed to turn this vision into reality. Great leadership has to be developed and nurtured by organisational processes and structures if Managers are to deliver more with fewer resources, manage performance and ensure delivery of quality and value for money to their audiences.

It was recognised that we must be clear initially about the kind of Leaders we need in the BBC. The Leadership Imperatives, a definition of the behaviours, skills and values we expect from our Leaders, and the Leadership Essentials programme were designed to ensure that we are developing Leaders who will help lead the organisation now and in the future.

The aims of Leadership Essentials are to:

- Provide a clear expectation of the BBC's collective leadership responsibilities and imperatives
- Develop essential team and business management skills
- Establish a clear line of sight between great leadership and great TV, radio and online output
- Enable participants to understand and develop their personal leadership style.

The Leadership Essentials programme was specifically designed to invest in first-time Managers and the success criteria for the programme are:

- Clear business impact
- Positive formal evaluation
- Programme highly visible, recognised and valued within the BBC
- Positive influence on relevant staff survey results.

Through a blended learning approach, it has to date (Spring 09) given 375 new Managers intensive skills development integrated with continued online and on-the-job learning. This is supported by one-to-one coaching and action learning groups. Leadership Essentials Online – an award-winning e-learning resource – is a comprehensive resource to assist Managers during and after their period of training.

### Development of the Programme

We conducted a thorough training needs analysis through focus groups, reaching over 150 Managers, with input from senior stakeholders. Leadership Essentials was designed in collaboration with the Oxford Group and comprises three two-day modules approximately six weeks apart, blended with a suite of online learning, one-to-one coaching and action learning sets. Participants are also asked to attend three supplementary courses from the BBC's training portfolio.

# BBC

## Leadership Essentials - Cont'd

The face to face modules are interactive and practical, involving project activity and work with actors. Participants' development throughout the programme is measured by their action plan, which is reviewed on an ongoing basis.

Preparatory work in the form of specially-designed online learning modules precedes each face to face module.

To provide a clear business emphasis, each participant agrees two business-related objectives with their Line Manager prior to joining Leadership Essentials. These objectives are used and developed throughout the participant's learning to provide a common thread on which to focus the training.

In order to equip participants with a method for tracking business impact, a Learning Journal was developed for them to use throughout the programme.

Delegates are also offered the opportunity of being matched with a Coach from the BBC Coaching Network to support their work on the business objectives. The coaching programme consists of two meetings and up to three coaching sessions.

The design of Module B proved most challenging. This focused on embedding business management skills into the culture as an important objective for the BBC. In order to achieve this, the design has been continually updated and improved so that it appeals to an audience who might not at first glance see its immediate relevance to their roles in a creative industry.

Each programme comprises seventeen delegates who commit to all dates in advance, with two or three Trainers sourced from the BBC and the Oxford Group. As part of the ongoing plan, we are offering a further seventeen programmes in 2009/10.

### Results

Over the last eighteen months, 375 delegates have attended the programme and feedback via end-of-programme evaluation forms has been collected from all delegates to evaluate the effectiveness of the learning. Results show:

- 91% reported the modules significantly met stated objectives
- 82% felt the learning was significantly relevant to their roles and responsibilities
- 84% regarded the learning as significantly beneficial in providing them with practical tools and techniques that can be used in their roles
- 86% reported learning points were significantly supported by examples and opportunities to practise
- 89% regarded the overall value of the learning to be significant.

Leadership Essentials has also been monitoring the effectiveness and success of the programme through the business impact questionnaire data collected:

- 79% of respondents feel their learning, skills and knowledge have improved significantly
- 79% think Leadership Essentials has made a significant contribution to their ability to deliver their role and responsibilities as a Manager
- 84% rate the overall value of Leadership Essentials to the BBC as significant.

# BBC

## Leadership Essentials - Cont'd

Examples of successful outcomes:

- Changes made to BBC 5Live programmes have provoked a fantastic response from listeners, and RAJAR (audience share) figures have increased by 250,000 on the previous year, now reaching close to 2.5 million each week
- Improved coverage of Moto GP on BBC 5Live due to development of Reporter
- Managing the merger of two departments has identified savings through reducing duplication.

One delegate said:

*“I feel a vast change in the way I view myself within the organisation, and how I can effect change to have the potential of savings either in real cost terms or simply in streamlining processes and increasing efficiency.”*

The introduction of a quarterly LEAD (Leadership Essentials Alumni Day) has also been introduced to encourage delegates to continue their learning through guest speakers, action learning and further skills input.

Leadership Essentials continues to be a huge success with waiting lists for an increased number of programmes being offered year on year.

**Date:** May 2009  
**Contact:** Rob Alcock  
**Telephone:** 07740 444633

The BBC Learning Board was established in 2005 in order to facilitate the strategic planning of training across the BBC.

The Board has stewardship of a central training budget and is the decision-making authority for how this budget will be spent. The BBC Academy will launch in the autumn of 2009, consolidating the existing training provision across the BBC into one function comprising the College of Journalism, College of Production, College of Leadership and a specialist centre for Broadcast Engineering & Technology. Under the new model, the Learning Board will become the Academy Board, working under the Chairmanship of the Deputy Director General, Mark Byford.

Each College will report to a College Board and will continue to define the strategic development priorities for their area, together with associated budgetary requirements, and present their proposed development strategy to the Academy Board for discussion and approval.

The BBC Academy is responsible for agreeing a Learning & Development plan combining the strategic plans from the Colleges, together with the more operational training needs of the business. The Academy Board is the sign-off authority for this plan.

The Academy Board will continue the pattern set by the Learning Board of meeting on a bi-monthly basis and will debate all matters concerning the ongoing skills development of the organisation.

These include not only the development strategies from each of the Colleges, but more global matters such as the changing ways in which learning is consumed; the BBC's relationship with external partners and industry bodies, such as Skillset; the development of learning portals and how we combine learning with corporate social responsibility.

The Academy Board model enables the BBC to build an organisation-wide view of development needs and prioritise these accordingly, ensuring that all activity is targeted at the right level, in the right place and at the right cost.

The Academy Board will provide a strategic focus to the BBC's training and development activity, reflecting the needs of a digital and multi-platform environment. Pan-BBC programmes, such as the Digital Media Initiative and Journalism Production Tools, will benefit from an integrated approach where the specialist skills of each of the Colleges combine to provide the most appropriate response to skills development needs.

# BBC Training & Development

## Connect & Create

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

**Date:** June 2009  
**Contact:** Glynn Ryland  
**Telephone:** 020 8752 2532

Connect & Create is a BBC Training & Development initiative enabling staff to gain new skills by volunteering to work with partner organisations.

The scheme looks to address the skills agenda through carefully selected community 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 five main volunteering areas - mentoring, production, team challenges, leadership and professional advisory roles - with projects running across the UK.

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 quickly changing. 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 Training & Development 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.

The national partners we work with to achieve this are:

- Crisis
- Foyer

- The Network
- Tomorrow's People
- WRVS
- National EBP Network
- Action for Children
- The Media Trust Community Channel
- Young Enterprise
- The National Trust
- CCUK
- Great Ormond Street Hospital

Our project partners are:

- 21CC
- Sports Unsung Heroes
- Notting Hill Housing Trust
- Hammersmith & Fulham Volunteering Centre
- School Governors' One-stop Shop
- The Lyric
- Preston Manor
- BBC Blast Radio 1Xtra.

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 Training & Development Connect & Create - Cont'd

An example of one of our projects is *Sex Lies and DVDs* with Brook & the Lyric Theatre. BBC staff learnt new skills in production, camera work, mentoring and leadership, working with 20 teenagers and Brook to produce a film highlighting the issue of sexual health for young people. The project linked to the musical '*Spring Awakening*' which deals with the same issues, with the educational film drama shown to young people and adults attending the performance at the Lyric. The film has also been distributed to local schools, colleges and community groups in West London, and shown on the Community Channel, allowing its message to benefit a wide section of the community.

Connect & Create has provided skills development for more than 1,500 BBC staff and has connected with more than 3,000 individuals from different communities across the UK.

# 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 six-month contracts 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 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 the BBC is proud of. 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 feedback is always excellent and people feel they get a great induction, not only to the BBC in general, but also to BBC Training and Development, which will relaunch as the BBC Academy in the autumn.

# British Sky Broadcasting Ltd

## Developing our Managers - Believe in Better

1 2 3 4 5 6 7 H

**Date:** September 2008, updated June 2009

**Contact:** Simon Day

**Telephone:** 020 7805 7887

**Updated by:** 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 opportunity for new Managers or Managers that are new to a company. At Sky we recognise that people are different and they are best placed to determine what development 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. This clearly outlines Sky's performance expectations of our Managers and provides 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, Successful Budgeting 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 six months (January 09 - June 09) a total of 171 Managers 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.

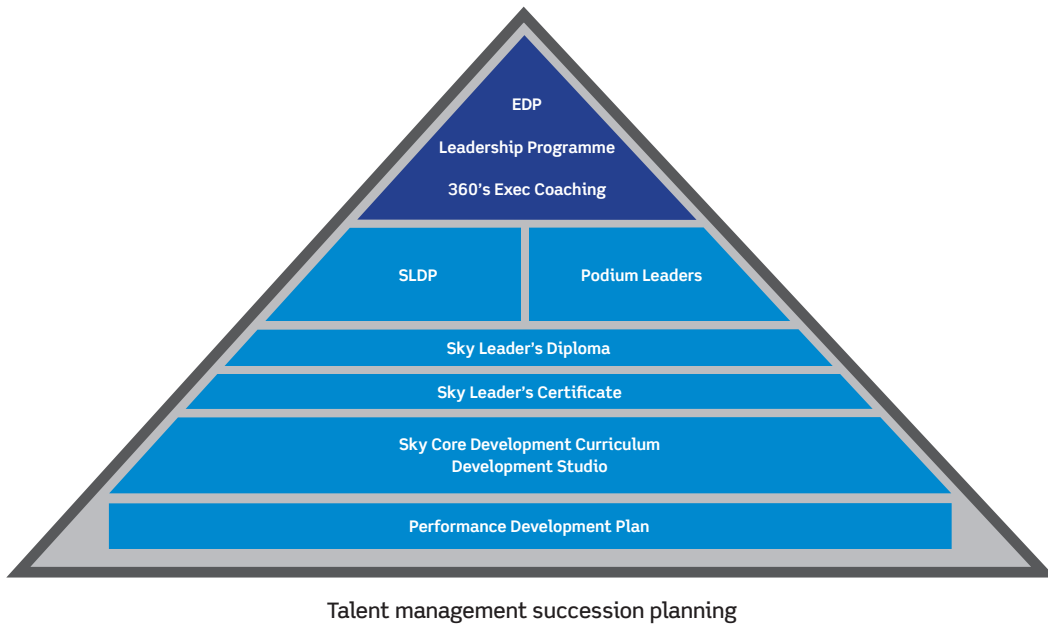
This being the case, a critical aspect to the success of the programmes is how they are supported, embedded and built upon. Being mindful that people learn in different ways and that development is an ongoing need, we have created a variety of ways for people to access their learning.

The Development Studio is an online resource accessible by all employees 24/7 that 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". Over the past twelve months 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 "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 develop themselves, 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 Programmes 2009



# Channel 4

## Induction Video

1 2 3 4 5 6 7 H

**Date:** May 2007  
**Contact:** Alison George  
**Telephone:** 020 7396 4444

**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 reflecting 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, 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 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, e.g. external career events, throughout the year.

1  
2  
3  
4  
5  
6  
7  
H

# Channel m

## Bespoke Edit Training

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

**Date:** April 2008  
**Contact:** David Johnson  
**Telephone:** 0161 919 5342

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

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 bespoke aspect of this training was also lacking, with the nuances between the four areas not being catered for.

Therefore, one-to-one training was arranged with a freelance Editor who had been working with Channel m for twelve 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, focused 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.

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

**Date:** May 2008  
**Contact:** Gayle Templeton, Anne-Marie Groeger  
**Telephone:** 020 7653 9309, 020 7653 5950

## At CNBC Europe we have developed and implemented two ways of training our staff internally – Knowledge Sharing sessions and Learning Forums.

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 take place at least once every month over a lunch time. Various members of the Newsroom take it in turns to present on a specific matter, with which they are particularly familiar. Some of the most recent sessions have included: How to Format a Show, Choosing News Headlines & Creating a Rundown. Invitations to the sessions are sent to the whole company and any individual from all departments within the company can attend the sessions if they are interested in the topic being discussed.

The Knowledge Sharing sessions have proved very popular with all staff across the business. The sessions are always very well attended and although no formal feedback is collected, as the aim is to keep the sessions as informal as possible, informally our employees have responded very positively. The sessions have not only been well received by our staff but we have also benefited from a cost perspective. Outsourcing specific training to an external provider is very expensive and we would not necessarily be able to sustain monthly training for our staff. By using our internal expertise and

resources we have managed to train our employees effectively on a continual basis. The Newsroom Management Team have noticed an improvement in the knowledge and ability of the department and this has been reflected in the participation of individuals in editorial meetings and the way stories are reported.

The **Learning Forum's** idea was generated after receiving our employees' feedback in the Opinion Survey, which all staff complete every two years. It was clear from the results of the survey that our employees wanted to gain an understanding of the day-to-day remit of other departments within the company. There was a general consensus that individuals did not fully appreciate the workings of other departments and therefore could not appreciate the work that was executed by the department or understand how other departments could help them with their own jobs.

Following on from the results of the Opinion Survey, focus groups were formed and they decided that it would be beneficial for each department within the business to hold a session explaining the specifics about their role in the context of the wider business. The idea was presented to the Human Resources Team, who then worked with each department to create pitches and select speakers to present to the rest of the company. Company-wide invitations were sent out and sessions were held over lunch times to maximise individuals' availability.

## CNBC Knowledge Sharing & Learning Forums - Cont'd

Similar to the Knowledge Sharing sessions, no formal feedback is collected, to keep the sessions as informal as possible.

However, there has been a marked increase in the cross-departmental communication throughout the business and this has helped contribute to closer working relationships. In addition individuals have a greater respect for the work other departments produce, as they now have a clear understanding of how everyone contributes to the workings of the channel. The sessions have now been running for two years. As staff have expressed how useful they find the sessions, they will continue to be run in the future.

The Learning Forums have again provided the business with significant cost savings as we have been able to improve working relationships across all departments and maximise the use of our employees' skills, without the need for an external consultant.

**Date:** May 2008  
**Contact:** Gayle Templeton, Anne-Marie Groeger  
**Telephone:** 020 7653 9309, 020 7653 5950

“Session C” is held in the January - April time frame, with continuing actions throughout the year. It is the process used to review the entire organisation and staffing plans for the business – The Annual Human Resources Review.

Session C involves a “bottom up” look at organisational effectiveness and structure; the performance, promotability and development needs of professional employees; talent pipelines for key roles and focused attention on key corporate messages and leadership initiatives.

Leaders at CNBC Europe are held accountable for the identification and development of talent, and one of the key tools for doing so is the Session C process. It is also a critical process aimed at sharing talent across businesses.

The Session C process stems from the business agenda and priorities; key strategic business initiatives and whether the organisation is structured and staffed appropriately to address them.

The process begins in January and culminates with Business Leadership Team reviews with the CNBC CEO in February - March, and up to the GE CEO in April. Session C is not a one-off, it is a comprehensive process, which cycles through the year and it is the roadmap for the year of the HR Director and Leadership Team.

### **The Role of HR & Operating Management in Session C**

Session C is the joint responsibility of the HRM and the Operating Manager. Typically HR takes on the project/process management responsibility including strategy, timeline and content of the Session C. HR is also expected to know the key talent and to be involved in performance and promotability assessments.

Operating Managers help drive the reviews and the candour and thoroughness of the process. HR and Operating Managers share responsibility for implementing any decisions and follow-up actions.

Individual Managers with direct reports are responsible for completing their feedback section with their comments on accomplishments of their employees, their strengths and developmental needs.

### **The Session C Presentation**

The Session C presentation outlines the company's most valuable asset: its people. It takes its data from the EMS process, which is our internal appraisal process. At the local level the process starts with each employee filling out his or her EMS using the online eEMS tool. This information is then analysed and used in the presentation.

# CNBC

## Session C - Cont'd

The Session C presentation must include the following areas:

- Review employees' performance including strengths, development needs and leadership potential, utilising EMS
- Identify top talent at an early stage to facilitate development
- Review business and functional succession plans for key jobs
- Identify training opportunities to build skills and develop employees.

Session C rankings, which are based on performance ratings and promotability, are illustrated on a grid, giving a snapshot of the company's talent. The performance ratings are based on individuals' contributions, performance and achievement of their Goals and Objectives.

The main goal of the Session C is to identify whether the business is organised in the most efficient way to support the business strategy and initiatives. It highlights the measures that need to be taken from an organisational standpoint.

### **The EMS & the EMS Discussion**

The term "EMS" can refer to one of two inputs:

1. The Employee assessment - our internal résumé and the performance and career development document, completed by the employee.
2. The Manager assessment - the performance and career development document, completed by the Manager.

Most organisations complete the EMS either in the last quarter of the year or in the first quarter of the following year.

The purpose of the EMS process is to:

- Provide employees with feedback on performance vs. goals and expectations, GE leadership values and their strengths and development needs
- Give employees a forum to state career interests and objectives
- Review and discuss employee plans
- Provide a forum for employees and Managers to discuss any existing issues.

### **Employee Differentiation**

CNBC differentiates between its top talent, highly valued and least effective employees.

All employees are evaluated against four factors:

- Performance on current job - "Results"
- GE values
- Promotability
- Specific on-the-job skills.

The above four factors are then used to determine the overall rating.

# Discovery Networks

## Utilising Performance Management to Best Effect

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

**Date:** May 2007  
**Contact:** Judy Goldberg  
**Telephone:** 020 8811 3528

Discovery's 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 both individual performance goals and 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 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. Employee's development in these areas leads to company growth.

Managers, as Coaches, are responsible to coach and provide feedback to employees on an ongoing basis about performance against their goals. 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. This means seeking input from customers, peers, direct reports and any key stakeholders in their work. This is how we move the business forward and see individual growth and development. Guides and workshops to develop these skills are available online and live throughout the year.

# Discovery Networks

## Utilising Performance Management to Best Effect - Cont'd

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

- 1) **Self-evaluation:** Employees evaluate their own performance against each goal. They also comment on their accomplishments, strengths, and potential areas for personal development.
- 2) **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 can stimulate topics such as positive feedback, suggested improvements, clarifications, coaching opportunities or plans for future development.
- 3) **Manager assessment:** Managers enter a written Assessment in the Discovery Global Performance System for each employee; they distribute merit and incentive awards among their employees using corporate 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.

**Date:** December 07 - January 09  
**Contact:** Sarah Smithard  
**Telephone:** 0116 2561308

## Turning Stars into Superstars

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

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.

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, performing Salespeople, who left 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 fourteen-month, modular, action-based learning programme, was created to target the top 10% (eighteen delegates in the first year) of our Account Managers directly - that is, those who were most valuable to us and therefore most attractive to our competitors.

**Masterclass** had a number of objectives:

- 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 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 module-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 & 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.

# Global Radio Masterclass - Cont'd

**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.

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

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

The investment in **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.

**Masterclass** generated an enormous return on the investment of £33,000 and has gained such fame within our business that we are expanding the delegate numbers substantially for 2009/10 into two programmes in line with a new Career Progression Path, which takes what we have learned about peer group working and applies it across our entire 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 have identified significant training ability in a number of the delegates and will be utilising those skills within the next programme.

**Masterclass** formed eighteen 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 to significant new levels.

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!

# 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 in to 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-the-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 immediately they join the business. We have recently relaunched this 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 have 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 they 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 as a measure of success. We aim to get 90% of our new employees onto this programme and have successfully achieved this to date.

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.

# 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 get 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 The History Channel in 2005, to maximise use of resources.

The Editing and Post Production Team at The History Channel identified a need to make better use of expensive resources, overbooked during the day and not utilised outside of normal working hours (overnight and weekends). They developed the role of Edit Assistant, an on-job training scheme, which was initially offered as an eleven-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. They thus 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 were external candidates, though the most recent was an internal appointment.

The cost of the scheme - the salary of the Edit Assistant - is outweighed by 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 what can be achieved by the Editors during the day.

The Edit Assistant role is fully supported by the Senior Editor, 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, although there is always someone available to 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 Senior Editor at the start of the next shift. The current Edit Assistant attends the bi-weekly team meetings.

## History Channel Learning & Development for Edit Assistants - Contd

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; recently, the current Edit Assistant felt equipped to provide Editor holiday cover, while the Edit Assistant role was 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.

# Ideal Shopping Direct plc Foundation Programme

1 2 3 4 5 6 7 H

**Date:** October 2007 – March 2009

**Contact:** Sally Gibson

**Telephone:** 08700 780830

## 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, sixteen 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 twelve 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 disciplinary and grievance cases
- 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.

# Ideal Shopping Direct plc Foundation Programme - Cont'd

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

115 individuals received training over the initial twelve-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 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 folder also contains the Harvard Business Case Studies.

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

- Disciplinary cases 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, over 100 Managers have experienced a “mindset” change and can now lead, motivate and challenge in a notoriously reactive organisational culture, which used to be 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 greatest unexpected outcome of the programme has been 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 thus been boosted.

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:** 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 generated a catalogue of over 500 learning opportunities each year; over 1,500 in total, equating to 9,000 hours of learning, available 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 thus improve 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 disabled staff.

A teaser campaign generated interest, making the programme instantly demand-led (over 200 email enquiries in the first hour) and the programme’s webpage received 26,000 visits during 2007 and 2008’s campaign. There were

1,350 bookings, resulting in 1,040 staff completing the learning during the official period (6,240 hours of learning). Informal “reciprocal” shadowing identified through evaluation can be estimated at a further 520 opportunities (3,120 hours of learning). Those not successful, 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 (CU). Those not aware dropped from 59% in 2006 to 30% in 2008. This can be directly attributed to CU.

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, with the initiative taking place in both summer 2007 and 2008. Each year, through feedback and evaluation, the scheme has been evolved to continue to deliver against the initial objectives and the company's business plan.

#### **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.

# KMFM Media Sales Staff Induction Programme

1 2 3 4 5 6 7 H

**Date:** April 2008  
**Contact:** Louise Hawkins, L&D Trainer  
**Telephone:** 01622 794586, 07808 632885

## Reasons for Developing & 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 be 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 & 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 mirrors 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 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:

# KMFM Media Sales Staff Induction Programme - Cont'd

## 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 your overall business performance as well as your individual and team performance

- 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 & 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 by example, best sales and administration practice
- 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 4 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  
**Contact:** Steve Fountain  
**Telephone:** 01233 895825

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 - we don't like the sheep dip approach! It doesn't work ... and our people aren't sheep.

The KM way involves the individual, their Manager and a 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 and can look something like this:

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 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 degree assessments for Managers against KMG management competencies and behaviours
- Internet – What, Why and How. A programme for Multimedia Salespeople
- 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:**

Significant financial provision is made in terms of a dedicated in-house L&D Team comprising four full-time staff:

1 x Management Trainer and NLP Master Practitioner

2 x Media Sales Trainers

1 x News Trainer

There is also an annual budget for the provision of externally provided training where in-house expertise cannot fulfil the training need.

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 can grow and flourish, which has a direct impact on performance and ultimately the commercial success of the business.

# 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 thirteen 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 & 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 had over 20 years experience in the radio industry, including presenting, managing Programme Teams at several radio stations and launching and relaunching a number of others 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 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.

1 2 3 4 5 6 7 H

**Date:** May 2007  
**Contact:** Janette Horrigan  
**Telephone:** 0161 827 1110

Due to refurbishment of the Gallery at Old Trafford it was necessary for MUTV to upgrade the graphics facility from Collage to Clarity; both units produced by Pixel Power.

The Graphics Team at MUTV comprised a Head of Department (HOD) and two junior members of staff.

The HOD was originally employed because of their knowledge of Collage, which was duly passed on to the junior colleagues. For the upgrade to Clarity it was arranged for training to take place at MUTV, where the greatest benefit would be gained. The junior staff picked up the new system well, as it was Windows-based, yet the HOD struggled. After the initial training, the HOD felt that they had not absorbed the training as efficiently as the junior colleagues and was concerned that as the senior member of staff they would not be able to advise junior staff. However, the junior members of staff worked closely with the HOD and shared their knowledge to ensure the HOD's understanding and practical application of Clarity.

This was a situation where appropriate coaching and team building, as a precursor to staff development, ensured that learning took place in a "safe" and collaborative environment. Had this not happened, MUTV would have wasted considerable resources and made the HOD even more concerned about their standing with the two junior members of staff.

1

2

3

4

5

6

7

H

# 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 that 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 exceed the costs.

“King or Queen for a Day” is currently under review, with plans to relaunch in 2009-10.

**Date:** May 2007  
**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 a 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, due to be substantially modified during 2009.

**Date:** September 2008  
**Contact:** Mairéad Regan, Group Human Resources Director  
**Telephone:** 028 9032 8122

## 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 eighteen 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 & 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.

Twenty-five 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, twelve 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 twelve 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 Placements were invited to provide feedback and met with the staff from Northern Ireland Screen. During their twelve 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.

## UTV Skills Focus - Cont'd

The five successful placements 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 placements hands-on 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.

# 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.ldinbroadcasting.co.uk](http://www.ldinbroadcasting.co.uk)

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 &amp; 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.