

# Training & Skills Report 2008

Working with *you* to build  
skills and develop talent



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Photographs supplied by RadioCentre - with thanks to all  
stations who contributed: Cyfle, Wales's Skillset Approved  
Training Provider; BSKyB

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Published August 2009

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# Foreword

It is tempting to think that in the current climate, when the need is to save or generate cash fast, that the first area to take a hit is training. Inevitably, we have seen some signs of that in 2008 but, more encouragingly, we have seen greater evidence that companies are resisting the temptation and seeing training and re-skilling as potential “recession busters”. That is good news for the sector and perhaps demonstrates that the system of co-regulation around Training & Skills put in place by the BTSR is working, not just through incremental improvements in provision but, more fundamentally, through the industry’s whole approach to training. There are signs in this year’s Training & Skills Report that the self-evaluation process, co-designed with the industry, is seeing upward movement in most of the seven measures. That, in turn, we hope should lead to improved business performance.

In what is essentially a people business, the wealth of the industry lies in the talented people who work for it. Putting their skills and the development of their careers at the centre of both survival and growth lies at the heart of a successful recession strategy, as well as a dynamic business plan for the future. Linking Learning & Development to the corporate strategy, ensuring the right learning opportunities are in place, that performance is well managed and that the organisation is engaged in a continuous learning process, should create a virtuous circle of improvement.



Stephen Whittle  
The BTSR Chair

By the end of this 2008 data-gathering round we have received self-evaluation returns from all 70 broadcasters obliged to make a return and we have conducted 67 company validation visits over three years. We are very grateful to all the broadcasters for helping us complete this work. It is our intention to complete the cycle by conducting validation visits on the remaining companies in 2010 not visited to date and to revisit those who are struggling to make any improvement in their training profile. The underpinning element of our Training & Skills co-regulatory role is the industry self-evaluation process, coupled with the validation exercise. In response to broadcasters' feedback, we revised the form, implemented an online version and provided an online Guidebook.

At its core, co-regulation is a partnership to encourage change. The BTSR recognises that consultation is the most important aspect of obtaining compliance to a co-regulatory environment. By its very presence the BTSR has influenced broadcasters' behaviour and many now reflect on their Training & Skills development work in a formal and structured way, which, to date, had not been the case. Self-evaluation has provided a universal assessment tool by which broadcasters can benchmark their performance against others in the industry. The reporting process and benchmarking has enabled companies to see how they measure up against industry norms and high performers; this has helped encourage improved performance by individual companies.

We hope that you will find this report a valuable summary of the current Training & Skills environment in the broadcast industry and a useful reference resource when used in conjunction with our on-line Guidebook.

A handwritten signature in black ink that reads "Peter". The letters are cursive and slightly slanted to the right.

**Peter Block**  
Executive Director

# Executive Summary

In 2008 70 broadcasting companies, 17 radio and 53 television submitted a self-evaluation report. This is the third year of the co-regulatory system, and the process has now been substantially refined. It is now in a fully online format. 11 companies received validation visits, conducted by independent consultants with BTRC support, with 63 companies now having been visited over the three-year period. Recommendations for improvement and practical advice given by BTRC to broadcasters have included the Good Practice Partnership Scheme.

Probably reflecting the very tough economic climate, a decline was seen this year in the number of companies visited who had a dedicated training budget. While the sample size is small and no firm conclusions are possible, this is in line with anecdotal evidence from broadcasters and from the research covering wider sectors of British industry by the CIPD in their 2009 Learning and Development Survey. BTRC intends to monitor this in coming years to see if this has any impact on performance and the breadth and quality of training and development provision.

BTRC's analysis of the self-evaluation returns shows a small but significant upward trend overall. Standards of training and development continue to be high, with an increasing number of broadcasters operating at Medium or High levels of provision. However, it is still proving challenging to make a significant step-change to move companies operating at Base level to Medium and so ensure that training is delivered effectively across the industry. Analysis of individual strands within the self-evaluation suggests that Evaluation (Strand 7) is still the most challenging for both TV and radio broadcasters. There is also some concern around induction of staff, with validation visits suggesting that too many companies are only offering basic induction to staff, and showing some weakness in the induction of existing staff in new roles, or for staff returners ( e.g. from maternity leave).

Although an improving trend, performance and appraisal systems are areas where some broadcasters still struggle. In some cases, this is attributed to the lack of appropriate IT systems, especially in smaller companies. BTRC is proposing third-party partnerships to assist here. The provision of on-job training is surprisingly one of the poorer performing strands. This may be an indicator of a lack of a learning culture in some organisations, or it may be that ad hoc provision is not always being included. In the current economic climate, where budgets are being cut and external courses may be less affordable, it is particularly necessary to address this issue.

Above all, however, the broadcast industry needs to consider how to improve the development and measurement of evaluation systems of the impact of training and development. This is the weakest area for both TV and radio companies and is still the only strand where None and Base provision is greater than Medium or High.

BTRC is pleased to report that overall the number of low-performing TV companies has dropped from 14% to 4% of companies, and with radio the figure is also down, from 13% to 6%. There is also some indication that the dominance of three major players in radio is having a beneficial effect, in that the rigorous systems of the parent company seem to be improving the capabilities of all the radio companies under their umbrella.

# Part I



# Overview

This is the third annual report on Training & Skills in the Broadcast Industry produced by the BTSR, based on broadcasters' self-evaluation returns and supported by validation visits. This report covers the period January to December 2008. It is based on the data request made by the BTSR to broadcasters in January 2009.

## Introduction

The BTSR in partnership with Ofcom, Skillset and the broadcasters exists to ensure broadcasters provide relevant, inclusive and cost-effective training and development opportunities which enhance the provision of high-quality services to audiences in line with their licence conditions or obligations. This is so that talent is nurtured and shared, as it has been demonstrated that organisational growth and success are largely dependent upon investment in employees. This report is a key contribution to this purpose.

Under the requirements of the Communications Act of 2003 and following the agreement to comply with a co-regulatory partnership, broadcasters have agreed to measure the effectiveness of their Learning & Development through a process of self-evaluation.

This has been facilitated and structured using a framework developed by the BTSR, which captures where broadcasters place themselves across seven key strands. These seven strands are designed to challenge and support broadcasters to measure their own performance as individual organisations and also to enable comparison across the broadcast industry. See pg 44-45 for a detailed view and explanation of the grid. This model has now been widely accepted by the industry.



## Broadcasters Covered by Report

In the 2008 data collection 70 companies were required to submit a report, of which 17 were radio and 53 were TV; approximately a 25/75 percentage split. At the time of collating and analysing the data for inclusion in this report, two TV companies were in breach of licence conditions, for failing to submit the necessary information on time, despite numerous reminders from the BTRC and Ofcom. These returns have since been received but too late for the data to be included in the analysis. Ofcom is currently considering further action to be taken. Under the co-regulatory model the request for information is, in the first instance, made by the BTRC but, should companies fail to make a return, the matter is passed back to Ofcom to take action as appropriate.

## Revisions to the System

Broadcaster feedback over the last three years has informed improvements to the model and the process. The reporting process started life as a Word document, became a spreadsheet with drop-down menus and last year was converted into a full online reporting tool. Although the core strands of the grid have remained the same, over the last three years supporting texts and explanations have been refined. This work continues. Each new development is based on collective experiences, requests and feedback from broadcasters.

Last year an online self-evaluation Guidebook, linked to the reporting tool, was developed to provide reference definitions, good practice guidelines and case studies. The Guidebook is freely available on the web to anybody who wishes to use it (see <http://www.ldinbroadcasting.co.uk/gb/>). The Guidebook includes a facility for all users to recommend additional links such as training programmes and good practice examples. In addition, users may comment and critique any of the text written. This is then reviewed by the Design Team as a contribution to modifying the guide. Moreover, the Case Study Portfolio has been significantly revised and updated and is available online and as part of the BTRC DVD that holds all published documents.

Once again there were questions on Editorial Standards and Compliance; more detail was asked for in the Future Training Plans section, plus a section was included with further questions from our co-regulatory partner, Skillset.

## Format of the Report

This report has four sections.

The **Executive Summary** is a one-page document highlighting the findings from this year's self-evaluation and validation round with key points for both broadcasters and regulator to note.

The main report is in three sections.

**Part I** is the full body of the report giving an analysis of the returns for 2008, complemented by commentaries by the validation team on the validation visits. There is also a section on the UK training environment and the broadcast industry context in which the L&D professional has to operate. It reviews the data gathered in some detail, but for those with limited time we recommend they read the Conclusions and Recommendations section.

Where possible and practical, 2007 and 2006 data have been compared with this year's returns.

**The Executive Summary and Part I form this printed document.**

**Part II** sets out the strand summaries in some detail with key statistics and analysis based on the three years (2006-2008) that data has been collated using the self-evaluation model. It has been provided for readers who wish to review the source data that underpins **Part I**. The data is presented over the three years and is segmented by radio and television. A bullet-pointed summary analysis for each year is provided at the end of each graphic segment. Two summary histograms are also provided.

These are:-

1. A percentage performance rating of **None, Base, Medium** or **High** across the three years of the self-evaluation model to date.
2. A comparison between **None & Base** vs. **Medium & High**, also over the three years examined.

These last two graphics show the overall trend and change in performance.

**Part III**, the **Appendices**, makes up the final section of the report and provides further details on the self-evaluation grid, the broadcast companies who completed the evaluation form in 2008, plus broadcaster company profiles of those who had a validation visit in 2009. It highlights the sections of the 2003 Communications Act that apply to this work. Finally, it acknowledges those who contributed to this report.

**The complete Training & Skills Report 2008 and Part II & Part III, the Appendices can be downloaded from [www.btsr.org.uk/reports&downloads.html](http://www.btsr.org.uk/reports&downloads.html)**

# Broadcast Industry Environment & Economic Context

2008 was the year when the economic downturn and the credit crunch came together to pose huge challenges to British industry in general, and television and radio broadcasting in particular. Those broadcasters dependent primarily on advertising revenue were particularly vulnerable. The credit crunch was also a factor in a decrease in merger and acquisition activity, which had been a feature of the previous few years.

With household budgets under pressure, however, viewing and listening figures remained remarkably resilient; audiences were consuming more of their entertainment at home.

The recession in the economy was an additional challenge to those being posed by more deep-seated structural changes in the broadcast industry, caused by rapid media convergence and growth of broadband-based entertainment.

## Terrestrial Television

2008 was the year when the debate over the future of public service broadcasting came to a head – with Ofcom’s review concluding that the traditional business model of ITV, Channel 4 and Five was not sustainable past digital switchover in 2012. There was a long-running debate as to how best to develop a new and more sustainable model. The government’s Digital Britain Paper endorsed Ofcom proposals that the way forward might be built around the further relief of PSB obligations for ITV and a new partnership between Channel 4 and BBC Worldwide.

Particular issues were seen around the future funding of children’s television and of news in the nations of the UK and the English regions. The debate around local and regional news was broadened beyond broadcasting to print journalism, as many local and regional newspapers struggled. The Digital Britain Report put its weight behind pilots for new independent

consortia bidding for funding, ultimately from the licence fee, for local news, and Channel 4 taking on a new remit to include services for older children.

The BBC, whose licence fee income was relatively unscathed by the recession, was encouraged to develop new partnerships, and share its resources with traditional competitors, including ITV, Channel 4 and with radio and newspapers. The corporation was also set to widen access to its training and development resources, particularly online. These included the “Safeguarding Trust” online module, which was developed following the so-called “Trust in TV” issues in 2007. The BBC remained opposed, however, to so-called “top-slicing” of the licence fee.

Viewing to the main terrestrial TV channels continued to decline overall, while viewing to multichannel and via the internet increased, but this decline was offset by growth in the digital channels offered by the BBC, ITV, Channel 4 and Five.

In addition, the biggest television programmes saw their impact, brand value, and reach grow hugely through multi-platform and on-demand applications. The BBC’s iPlayer enjoyed enormous success, while Channel 4 saw significant growth of viewing by its younger audiences, in particular to programmes like *Hollyoaks* and *SKINS* on Channel 4OD. While ITV and the BBC saw their entertainment hits, such as *Dr Who*, *the X Factor* and *Britain’s Got Talent* achieve global impact, partly through international sales and broadcasts, but also in part through viewing of video clips on YouTube and other internet sites. Commercial TV still struggled, however, to convert this success into new revenue streams, which might compensate for the fall in traditional advertising revenue.

ITV, Channel 4 and Five forecast advertising revenues would decline in 2009 between 10, 20 and even 30%. They all launched redundancy programmes and cut programme budgets, with knock-on effects to suppliers in independent production. Despite this, the leading independent production companies continued to thrive, while smaller independent companies found the climate very tough indeed.

Technologies in broadcasting and production continued to change fast, with tapeless formats, and wholesale digitisation offering the prospect of completely new ways of working.

## **Cable & Satellite Broadcasters**

Cable and satellite broadcasters benefited from continued growth in subscriptions to digital channels, and increased viewing to their channels overall. High-definition (HD) channels and programmes took off, with BSkyB having 1 million customers to its HD service by early 2009.

Mergers and acquisition activity slowed down in 2008, although early in 2009 Virgin Media decided to refocus their company's strategy on their broadband business and sell their stakes in the UKTV Channels and their wholly owned channels.

Cabsats dependent on advertising revenue also suffered from the general decline seen throughout the TV sector, but those with a subscription model, notably BSkyB, were more resilient.

Some cabsats focused on rebranding and marketing to drive growth. Paramount Comedy rebranded as Comedy Central and the UKTV suite of channels were completely rebranded, following the remarkable success of DAVE.

## **Radio**

Radio listening continued to grow overall, with more listeners accessing audio content through digital TV, the internet and mobiles. As with television, it proved to date challenging for commercial radio to generate significant new income streams from the internet e.g. from downloads.

Following the mergers and acquisitions of 2007, the commercial radio sector stabilised in 2008, with a few major groups, including Global and Bauer, dominating the sector.

Commercial radio saw advertising revenue dip in the recession, leading to redundancy programmes and some station closures.

There was continuing debate about whether digital audio broadcasting (DAB), would prove successful, with Channel 4 pulling out from its plans to enter this market. However, the move to digital broadcasting was the main driver in the sector with demands growing for a "turn off" date for analogue (FM) broadcasting. The government's Digital Britain Paper indicated that, subject to certain conditions, this date might be as early as 2015.

As with TV, the BBC was encouraged by Ofcom to open up some of its resources to its competitors in commercial radio. These included news-gathering and training resources, although detailed proposals were still to be developed.

Following the problems around competitions using premium rate services, which first came to light in 2007, the most controversial issue around editorial compliance in 2008 was the Radio 2 Ross/Brand affair.

As with TV, programme-making and broadcasting technologies continued on the path to wholesale digitisation, paving the way for completely new ways of working.

# The Co-regulatory Process

## Self-evaluation

The self-evaluation strands provide a structure for broadcasters to identify where they perceive themselves to be in relation to a grid of four distinct levels of provision: at **None, Base, Medium** or **High** (see page 44-45). Over the last three years guidance and workshops were provided by the BTRC to explain the process of self-evaluation. Workshop presentations are available on request from [info@btrc.org.uk](mailto:info@btrc.org.uk). The self-evaluation grid has been well received as a diagnostic tool for broadcasters to use to review their internal processes. The conversion to an online format has had added benefits of enabling broadcasters to look back on their previous year's rating and look at their accompanying narrative. The system also enabled shared contribution and editing within a company.

Self-evaluation was also supported this year through an online Self-evaluation Guidebook. This document, to which broadcasters themselves are encouraged to contribute online, provides expansions of definitions of the self-evaluation levels, together with examples, and also provides suggestions towards good practice. Broadcasters are only just beginning to realise the potential of the Guidebook - and renaming it "Guidebook to Good Practice" might help indicate what it can do - but already it has the potential to become a highly effective tool to support self-evaluation and further development. We are considering whether it might be possible and worthwhile to enhance the Guidebook and the self-evaluation tool to enable broadcasters to log on and check and update their own company progress, potentially making the application of self-evaluation even more effective.



The returns from the 2008 self-evaluation round, substantiated and moderated by the validation visits, provide the primary data for this report.

## Validation

This year validation visits were conducted on 11 companies. Each validation visit sought to capture evidence to support the self-evaluation assessments made and also the views of representatives and employees within each organisation. These views provided supporting evidence and helped broadcasters to better understand what differentiates them from others and, in particular, to help identify good practice. Validation visits were led by two independent Learning & Development consultants and supported by a member of the BTSR Board or Management Team. More information on the validation team members is available in the on-line pdf **Part III Appendices, Appendix VI and VII**. The 11 companies visited in 2009 make a total of 63 over the three-year cycle. All remaining companies not visited to date will be visited in 2010.

Some changes were implemented to the validation approach from the previous year. In particular, the selection criteria were amended to recognise 2008 as the third year of validation. The criteria used for the selection of broadcasters were, in order of sequence:

- broadcasters that were selected but not visited in 2006 or 2007
- broadcasters that were considered to be new to self-evaluation and/or had received a new licence
- broadcasters reporting a significant positive or negative change in a number of strands, who were not visited in 2006 or 2007
- broadcasters who submitted a late self-evaluation form in 2008, and
- broadcasters demonstrating interesting or innovative approaches to training and development that could be subjects for future case studies.

The sample selection also considered company location, so that they were not all London-based, and the balance of radio or terrestrial/cable organisations, ensuring that there was a split in direct relation to the actual self-evaluation submissions between the two sectors. The final sample also contained a mix of small, medium and large companies, as identified from staff numbers disclosed in published financial reports and self-evaluation submissions.

Broadcasters were encouraged to document and share good practice by submitting case studies. The case studies received during the validation process have been collated and have been added to the Case Study Portfolio. Numerous examples of good practice were received over the last three years. The BTSR continues to encourage broadcasters to submit case study examples in order that the breadth of innovative activity across the broadcasting sector is recognised.

The validation process was participative. At all stages of the validation, the team and the BTSR have aimed to be as transparent as possible and not to have any preconceptions in relation to the final results. Impartial advice and guidance were provided to support and challenge broadcasters in terms of their achievements within each of the seven strands of the self-evaluation. Validation visits were devised as a collaborative conversation with broadcasters, with findings moderated by the Independent Consultants across all visits to ensure consistency in the assessment and recommendations for development. All broadcasters visited were supplied with a Summary Report of the visit, which detailed the key outcomes and recommendations. This was agreed by them before being finalised and formally submitted to the BTSR.

*“In terms of feedback about the validation visit, we were very happy with the way the day went. We felt that you looked at the practicalities of what was actually happening within the Group, instead of focusing on policies and paperwork, which we thought was the best way of understanding the Group.*

*We thought that you had a very good grasp of what we did as a business and as a department and understood the ethos of the company. We were very happy with the outcome of the day and found it very helpful to get an external perspective of what we do in terms of training and how we can improve on an already good job!”*

The Summary Report offered to each broadcaster visited during the validation process included the following information:

- a profile for each broadcaster, outlining background to the organisation and key activities in the last year
- details of the validation visit and core contacts at the broadcaster and within the validation team
- a brief description outlining the validation visit day
- observations from the self-evaluation form review, including an assessment by the Validation Team, identification of evidence to support broadcaster ratings and developmental actions identified in discussion with broadcasters
- other information to support details regarding editorial standards and compliance, training priorities, and the Skillset questions (where applicable)
- areas of strong performance/good practice identified, and
- quantitative data including training budget, turnover and staff numbers.

The value of the validation visits was as last year:

- to encourage and support broadcasters in their Training & Skills development work,
- yet to robustly challenge broadcasters where limited or no progress has been made,
- allowing the time and opportunity for a full dialogue and for questions to be raised,
- recognition of innovation and the continued contribution from Human Resource and Training and Development Professionals in the sector, and,
- recommendations for improvement and practical advice, such as the Good Practice Partnering Scheme,<sup>(1)</sup> as to how companies could build upon existing successes.

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<sup>1</sup> This scheme was established in 2009 to partner high-performing and poor-performing companies to share knowledge and best practice.

The visits have provided broadcasters with an opportunity to champion individual and team performance alongside organisational accomplishments. Broadcasters were kind enough to say that they found the validation process useful, indeed, “surprisingly useful” in one case. Moreover, feedback indicates that our Validators set the right tone and style for the visits. Although the visits were seen as “rigorous”, care was taken to avoid giving the impression of inspection or audit, and it was made quite clear that the validation visits were to discuss, rather than to pick holes in, the evidence collected. Indeed, in general, broadcasters under- rather than over-rate their activity, particularly in the absence of detailed written procedures (it is not always realised that oral evidence of good practice can suffice) and the majority of adjustments to gradings that our validators suggested were upward. Where broadcasters remain sceptical, validators’ suggestions of “case study material” and its subsequent publishing help to back up the assertion that what has been seen really is good practice.

Based on three years’ experience, it seems that validation visits have a useful function in driving a considerably more in-depth review of progress than the self-evaluation process. Comparing documents from previous years shows that a number of broadcasters merely “copy forward” some or all of their self-evaluation judgements from year to year; indeed, early drafts of the self-evaluation form encouraged this by asking broadcasters only to enter changes (if any) from the previous year’s returns in the boxes provided. A validation visit, on the other hand, spurs broadcasters to review in some detail the conclusions they have come to, and even to anticipate the visit by setting in train some improvements. The visits therefore drive progress in the system, as well as validating the self-evaluations.

There is, however, a qualification to be made. Broadcasters visited were not always entirely clear whether self-evaluation is a neutral act, or whether they are to be encouraged to progress year on year through a process of self-improvement. Put another way, some were unclear whether “Base provision” should be acceptable as a competence threshold, or whether they should respond to pressure (if only moral pressure) to progress to “High provision” in every strand, as resources and energy permit.

One of the questions frequently put to the Validators was whether or not it was within BTSR’s remit to provide “sample documents” or starter examples to cover some of the strand needs. Although it is no part of BTSR’s function to standardise procedures, in cases where (for example) a broadcaster does not have an annual performance review form or a pro forma that can be used to consider a request for external training, then an “example” (clearly marked as such) might be a useful supplement to more generic descriptions of good practice.

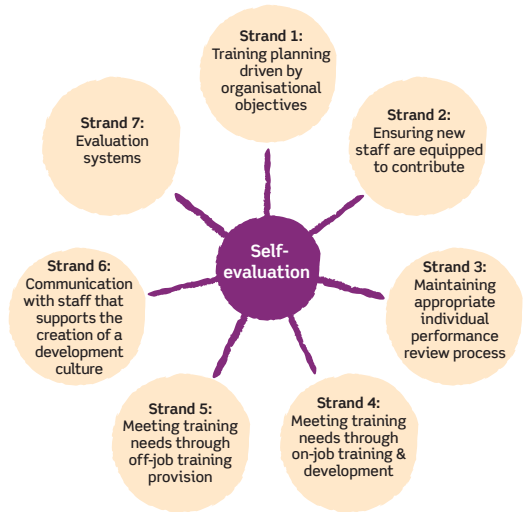
## Findings - Interrogating the data

As with the previous years, the self-evaluation and validation process has highlighted many common areas of strong performance across radio and terrestrial/cable broadcasters, but also those areas requiring further development, guidance and support. The broadcasters, although they have ranged in size and scope and with a variety of resources available to them, have all been characterised by employee drive and enthusiasm. The strongest evidence in support of the self-evaluation rating has been where the employees themselves describe their organisation as a deliverer of effective training and development.

For a broader view of company performance, the strands contained in the self-evaluation grid can be clustered under the themes of:

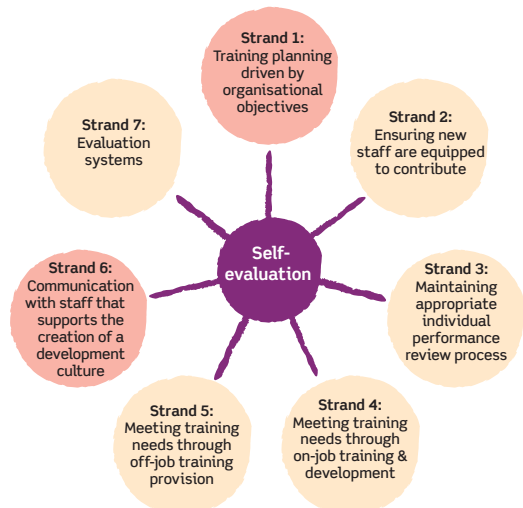
- Linking to Your Business  
Strands 1 & 6
- Meeting the Training Need:  
Strands 2, 4 & 5
- Performance Management:  
Strands 3 & 7

The three clusters of strands do highlight some of the particular attributes of different businesses in their ability to engage and embed Learning & Development into their organisations.



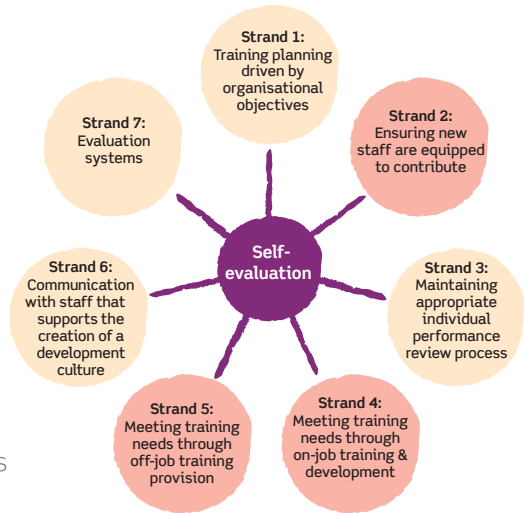
### Linking to Your Business

Linking to Your Business (Strands 1 and 6) should be a core requirement that legitimises the rationale for the training need. A poor performance in Strand 1 could imply a lack of integration of training to the business. In addition, communicating the offer (Strand 6) and that rationale to staff with its endorsement from the Senior Management Team underpins why, say, mandatory training is required.



## Meeting the Training Need

Meeting the Training Needs (Strands 2, 4 and 5) is the most straightforward cluster to achieve a reasonably high performance. It is all about designing and delivering the training needed by the business or the individual. As the reports shows, delivering off-job training (Strand 5) as a process remains the easiest to achieve, whilst on-job training (Strand 4), with its potential ambiguities and interpretation, is harder to monitor and show its effectiveness. Where companies struggle in this cluster it indicates that a fully rounded curriculum for the organisation has not been fully devised.

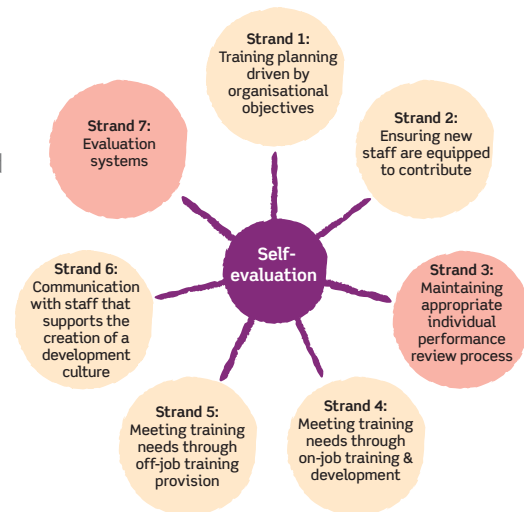


## Performance Management

Finally, Performance Management (Strands 3 and 7) should legitimise and justify the rationale behind the work done on the other five strands. Without managing performance (Strand 3) and then evaluating that performance (Strand 7) there is a limited business case for Learning & Development Business Managers to convince their CO or CFO that the money has been well spent.

Many who analyse Learning & Development strategies would argue that the L&D process often has a two- or three-year cycle before the long term impact measures of effectiveness, such as staff churn, can be measured. By which time short term measures to cut training will have its detrimental impact on the business and therefore be too late to rectify.

Some L&D Professionals do require support in developing strategies to convince budget holders that medium- and long-term benefits will be realised based on a cogent and well-argued analysis of current need. Return on investment (RoI) remains the most challenging aspect of any work for the L&D Team. A recent paper in the Harvard Business Review<sup>(2)</sup> suggests that a high performer will deliver an improved productivity performance of 32-48% compared to the average performer. A compelling case to make to any Business Manager.



<sup>2</sup>Hunter & Schmidt HBS 2009 <http://hbr.harvardbusiness.org/>

## Quantitative Data

### Turnover

Both the TV and radio industries are characterised by a small number of large businesses (with a series of mergers in recent years) and a larger number of much smaller organisations. Turnover of broadcasters is not always in the public domain due to a number of organisations being privately owned, or some broadcasters reluctant to share their turnover. However, turnover for broadcasters submitting a self-evaluation return indicates that a large proportion of broadcasters are operating at a turnover level of £50 million or less. A very small proportion of broadcasters are operating over the £1,000 million threshold. A request for companies to indicate their turnover within a range will be requested in 2010.



## Company Size

Broadcasters are also characterised by a very large range in terms of workforce numbers as well as turnover – only companies with 20 or more employees are in the scope of the self-evaluation system.

In 2008 the size of a broadcaster company was analysed based on the number of employees disclosed on the self-evaluation forms and published annual reports.

The data is restricted to the information available from broadcasters and published annual reports of broadcasting companies.

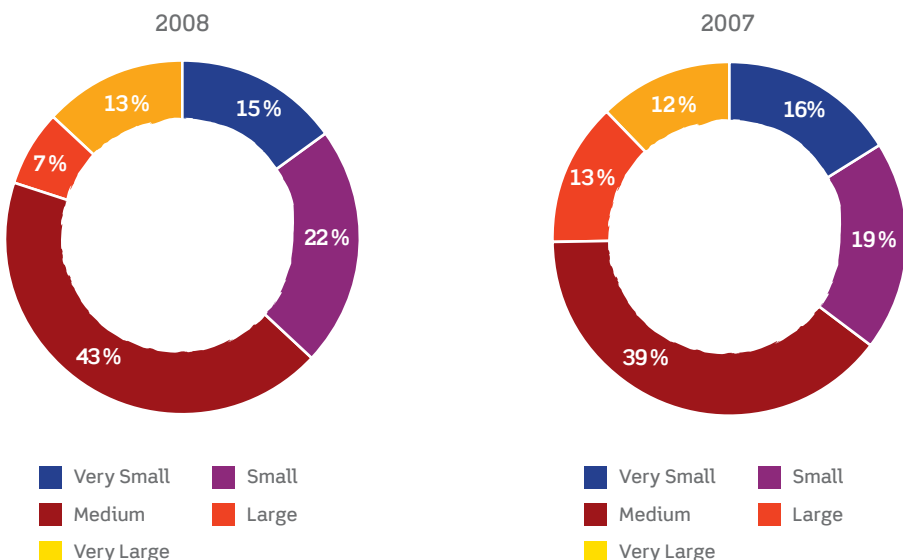
Many broadcasters visited in 2009 reported that they had a dedicated training budget. However, several indicated that budgets were under pressure and on a “needs must” basis. Given the small number of validation visits, it is not possible to draw any inference of a percentage downturn in funding for training from this group.

The figure (companies with a dedicated budget) in 2007 was 65% and in 2006 was 78%. The suggested drop is consistent with the CIPD report (see Trends in Learning & Development section) and anecdotal evidence from broadcasters that training budgets, which are often not dedicated, are being cut.

Analysis of the size of broadcasters by employee numbers indicated the following split amongst those submitting a self-evaluation in 2008:

- Very Small: 1-49 employees. 15% of broadcasters submitting a self-evaluation fell into this category.
- Small: 50-100 accounted for 22% of broadcasters completing a self-evaluation.
- Medium: 101-500. 43% of broadcasters were in this category.
- Large: 501-1000 employees = 7% of self-evaluated broadcasters.
- Very Large: 1000+ accounted for 13% of broadcasters.

The data on company turnover and staff numbers does not take into account the impact of parent or holding companies upon the individual broadcasters who may, as a result, have access to further resources due to the significant size of their parent/holding company.



## Training Budgets

Discussions with broadcasters and their representative bodies across the sector have indicated that current market difficulties and tighter budgets are increasingly common, with training budgets often considered the first to be cut or reduced in such circumstances. Although investment in training and development is not always dependent upon the extent of available funding, it is a significant contributing factor for many. The data made available is not sufficient to make a conclusive statement about the whole sector, but this may be an area that would need to be monitored to ascertain any impact upon performance within broadcasters and the quality and breadth of training and development offered in future.

It is fair to say that broadcasters found evaluating the impact of training (including assessing value for money) generally difficult. Few broadcasters distinguish between evaluation of the training event itself and evaluating its impact; the first should be done as the training is completed but the second must surely wait until the applicability (if any) of the skills and competences learnt to the business itself becomes apparent. If the impact of training on business is to be assessed even qualitatively, then some form of three month review following the training, or specific review built into annual performance reviews, is required. Indeed, good practice would lead to a post-training review between Team Leader and team member to explore the learning secured and to discuss whether implementation of what has been learnt should be implemented immediately or at an agreed future date – and in turn, what support might be arranged for the individual/team taking on the new action.

Quantitative reviews of “value for money” are yet more difficult. With some notable exceptions (e.g. sales training<sup>3</sup>, IT performance, etc) – where Managers expect to see an improvement in figures resulting almost immediately the training event is complete – it may be difficult even to assign metrics to the “value” side of the fraction so value for money can be computed. Where such metrics can be applied e.g. website hits, call centre calls cleared satisfactorily, IT issues resolved, complaints received, then assessing VfM quantitatively becomes a possibility; in other cases, broadcasters are not always clear what “answers” to the VfM “question” might reasonably be expected. A clue lies in the recommendations of the Return on Investment Institute, who suggest that reporting should also capture and analyse the “intangible measures” – particularly important in a fast-paced, skills-development environment.

Although there is insufficient quantitative evidence to bear the feeling out, our Validators expressed a worry that (as in previous recessions) a prolonged economic downturn could potentially weaken the internal status of Human Resources functions in general and of Learning & Development investment in particular. Far-sighted broadcasters will recognise that investing in people and their skills is even more critical during a recession, when the highest level of effectiveness and efficiency will be called for – and hiring new people is often not an option. Yet “cash is king” during a recession and cutting the HR/L&D budget is one of the few ways in which a broadcaster can reduce cash costs without affecting output (in the short term, at least). BTSR will be watching this area with interest over the coming months.

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<sup>3</sup>Where broadcasters have a sales function, then “sales training” is commonly regarded as the most important training activity (for obvious reasons).

## Overall Performance

The standard of training and development declared in the returns continues to be of a high quality, with a significant number of broadcasters declaring Medium and High levels of provision. This has also been captured in the quality and volume of case studies provided for the BTSR to consider in the last three years. Individual grades were collated against each strand of the self-evaluation by the percentage of returns, to give a view of overall strand performance across the industry.

In addition, to give the industry an indication of overall company performance within the self-evaluation model, a simple rank-ordering scalar value, based on 0,1,2,3 being the numerical attribute for None, Base, Medium and High respectively was assigned to the grid. Therefore, any company performance will be in the range of “0” (None for all strands) to “21” (High for all strands). This enabled a rank-ordering table for all companies for 2008, 2007 and 2006 data.

Any one company may have differing strengths and weaknesses across the strands but this provides an overall rating. Individual companies can easily work out their own ranking; the BTSR will not publish individual data.

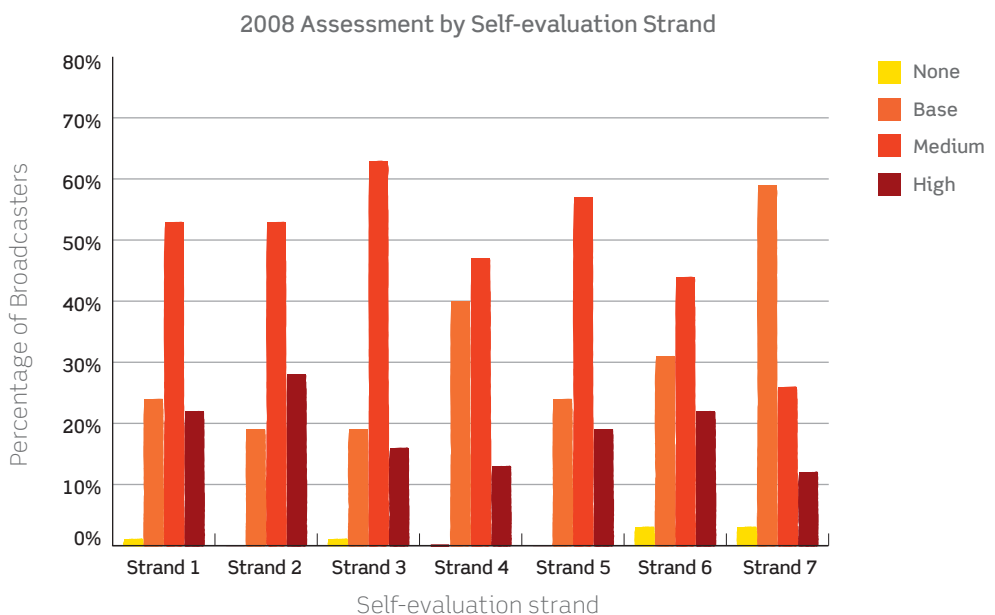
For the 2008 returns this data was further subdivided by company size of small, medium and large.

From this analysis the following was produced:

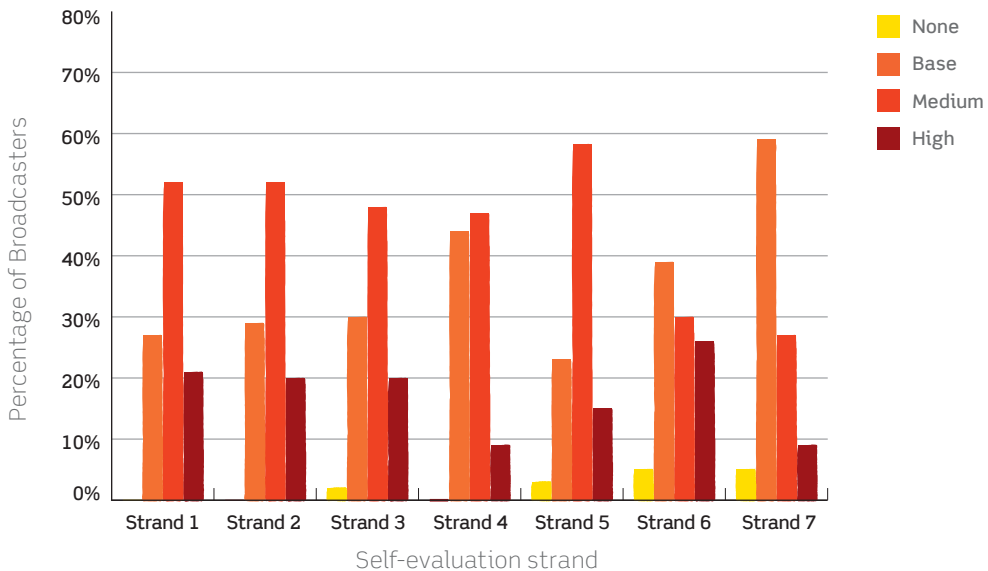
- performance by strand across the industry
- performance by all companies, rank ordered as an overall score
- performance by company size.

## Performance by Strand across the Industry

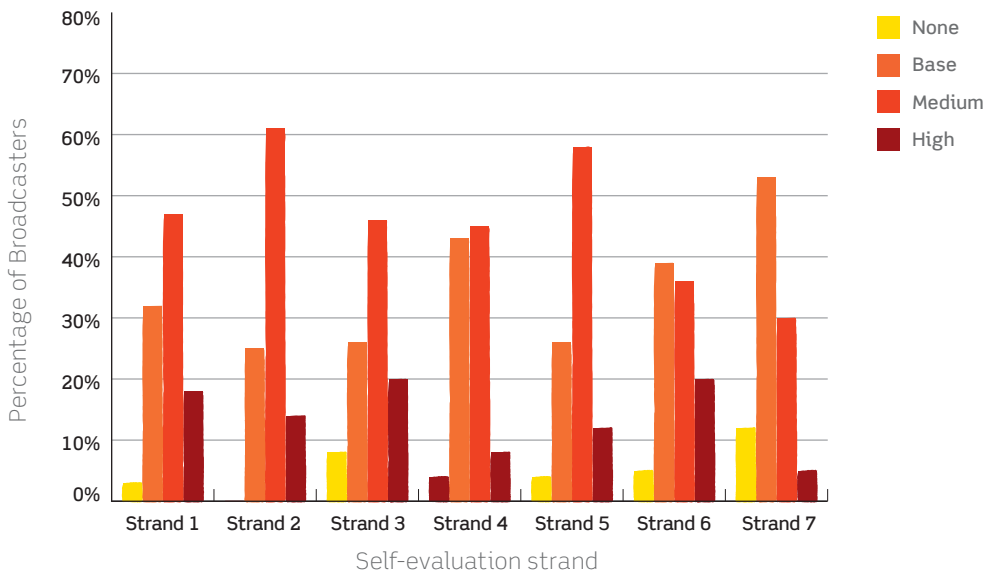
The charts below indicate the total percentage of broadcasters achieving the various levels of provision across the individual strands of the self-evaluation. The three sets of graphics show the overall change in provision and also by television and radio over the last three years. The analysis for each strand in 2008 is set out below.

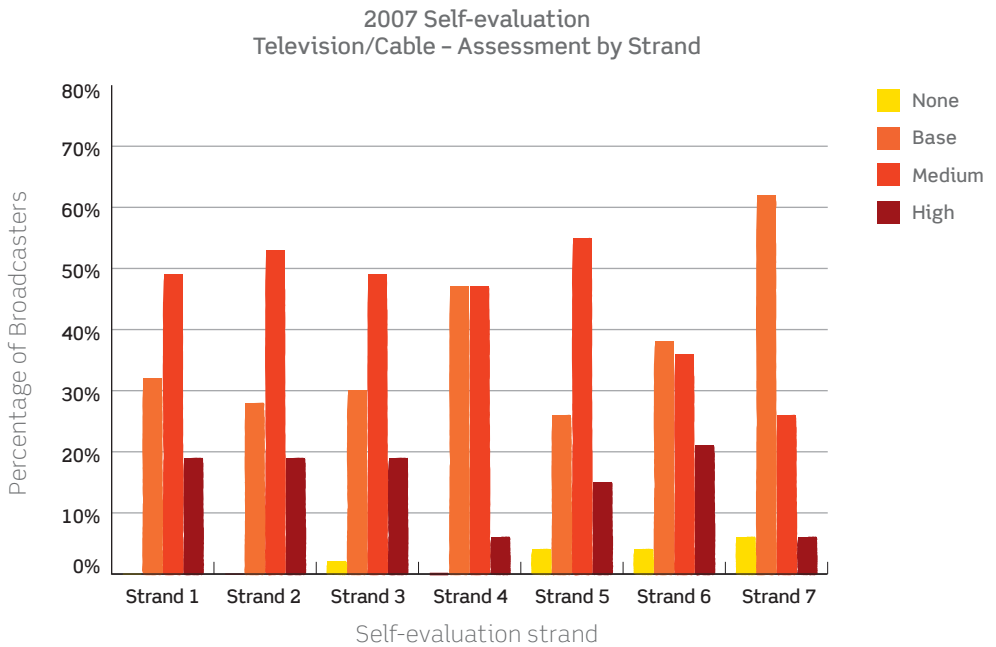
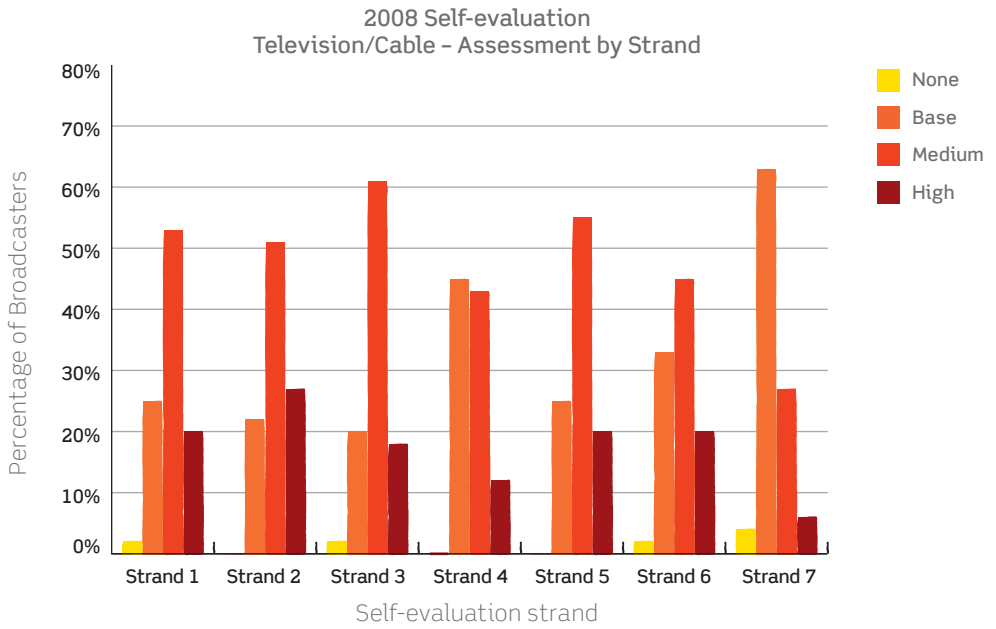


2007 Assessment by Self-evaluation Strand

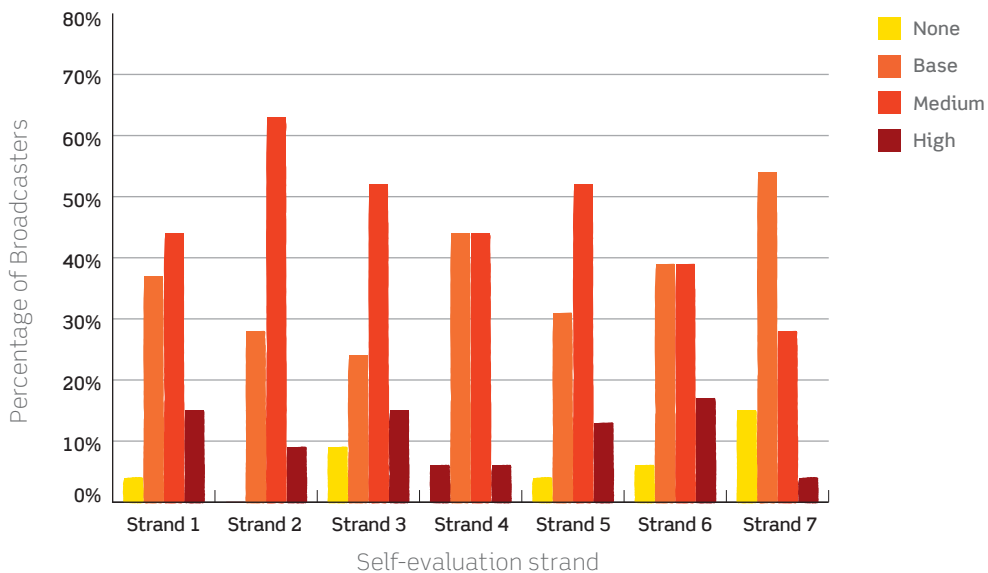


2006 Assessment by Self-evaluation Strand

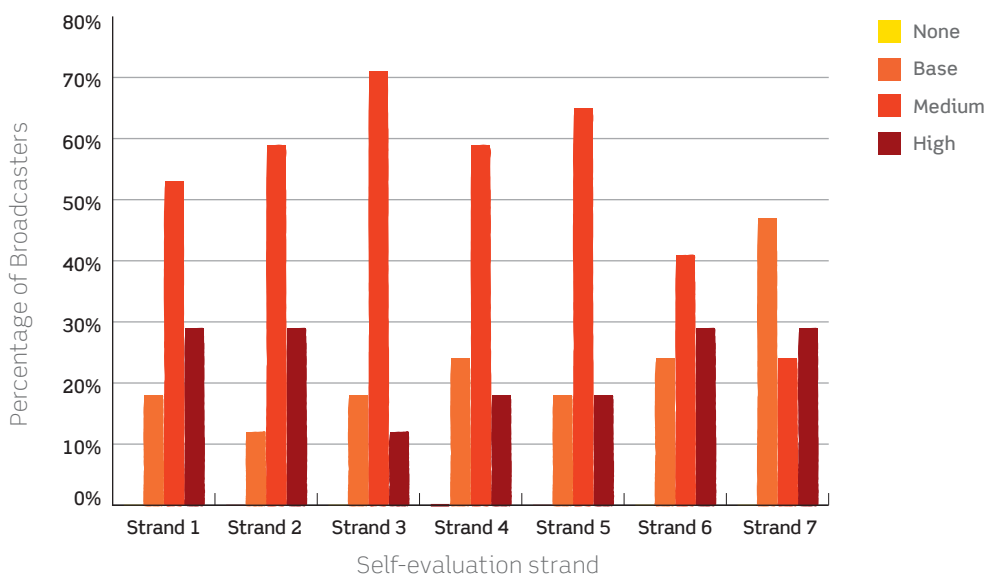




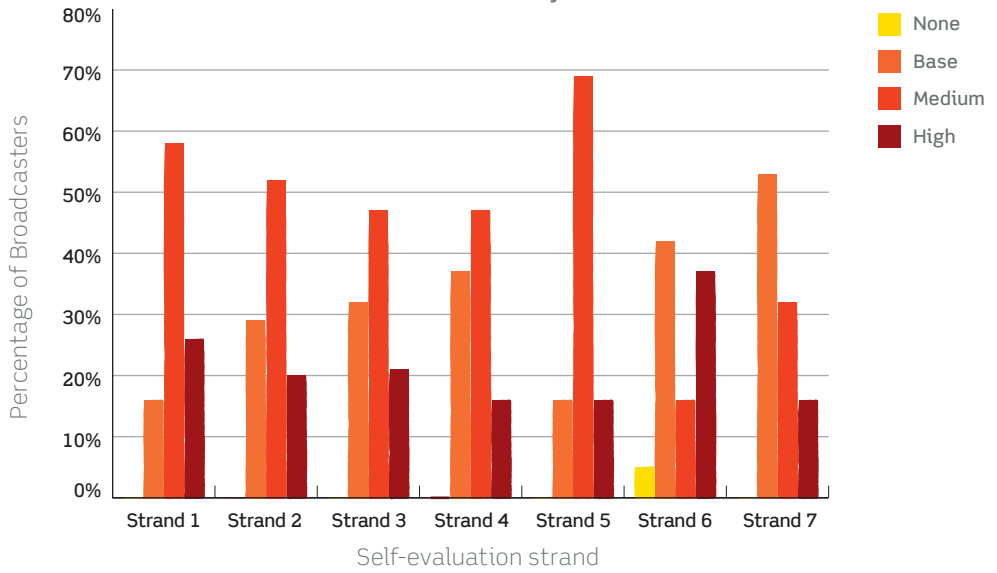
2006 Self-evaluation  
Television/Cable - Assessment by Strand



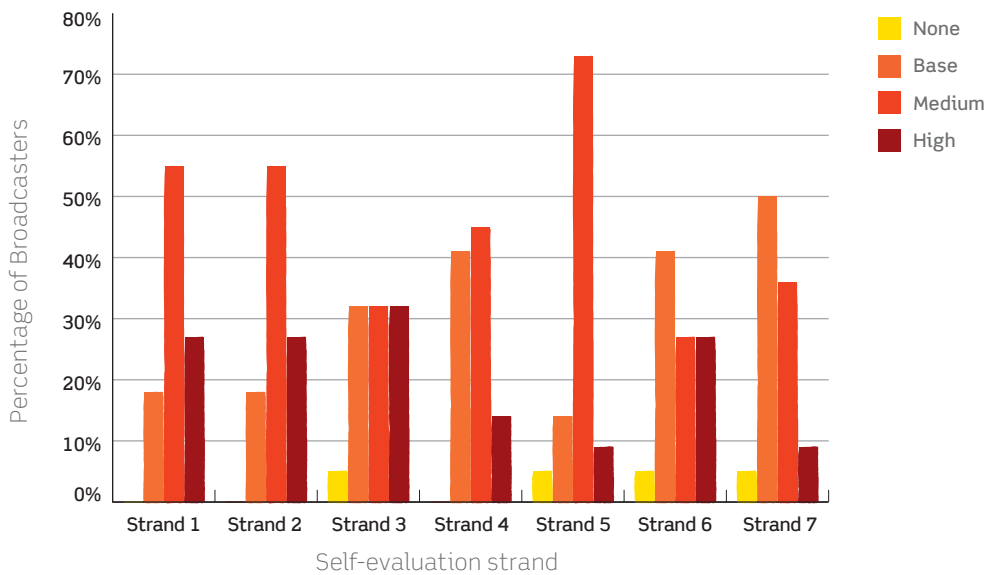
2008 Self-evaluation  
Radio - Assessment by Strand



2007 Self-evaluation  
Radio - Assessment by Strand



2006 Self-evaluation  
Radio - Assessment by Strand



## Strand 1

### Training Planning Driven by Organisational Objectives

This strand considers whether organisations have clear priorities that link the development of people to the aims and objectives of the organisation at organisational team and at individual level.

It has never been more critical to ensure that the education and training delivered to staff is fit for purpose and linked to business objectives. The need to ensure that training is fit for purpose and delivering added value to the business, as well as ensuring that the individual can effectively do their job, has never been more critical to the growth and prosperity of the business. Quite rightly, CEOs and CFOs want to know that they are getting value for money from any training or internal development conducted by the organisation. Only one company of the 70 who provided a return this year reported no provision within this strand. It was good to see that overall the returns show that only 25% of broadcasters are now within the None and Base provision of this strand. Following validation visits and other aspects of evidence gathered by broadcasters, it is clear that where training planning is linked to organisational objectives, when it is done, it is done well. The question left to consider is that when broadcasters do not link their training design to organisational objectives, how they legitimise it with the Business Managers and the Board of any organisation.



As an industry we still have a challenge to make a significant step-change to move companies from Base to Medium to ensure that training is being delivered effectively across the industry. To ensure high performance in this strand, broadcasters should be able to demonstrate a formal cycle of annual training and needs analysis, staff surveys and a formal process for scheduling training. There should also be a clear link between personal and organisational objectives.

## Strand 2

### Ensuring New Staff are Equipped to Contribute

This strand explores how organisations promote the development of a performance culture, ensuring staff have access to the skills and knowledge required to perform their roles effectively.

The key element of this strand is the corporate induction programme, designed to help staff understand the organisation's overall responsibilities and its priorities. It should also provide an opportunity to make new staff aware of the key corporate policies that affect their work, such as dealing with bullying and harassment, anti-discrimination and confidentiality.

All the companies providing a self-evaluation moved beyond doing nothing in this strand. However, many are still only providing the most basic of induction. This is the opportunity for new staff to get to know their colleagues and to understand the processes and working environment for their career with the organisation. It should be a flagship training event for any new joiner. There is no need for it to be a formal training programme or a few days away from the office. Induction could include a whole range of options such as job shadowing, partnering with a Senior Manager or spending a short, but possibly significant, amount of time within other departments with whom the individual would interact or work on a daily basis.

There has been an improvement overall of this provision, but we would certainly like to see all companies in the Medium or High level. An area where many companies are still weak is where members of staff change their roles and a new induction programme is needed for them in the new role. Similarly, in many cases there are assumptions made for someone re-joining the organisation that they are capable and able to deal with the new challenges of their role.

Typically, a woman returning from maternity leave is asked to get straight back into her job without any coaching or support to enable her to take up effectively the challenges of returning to work.

The most common weakness in this area was in the induction provided for members of staff moving internally (to promoted posts or to other divisions) within broadcasters. It is easy to assume that someone who has worked for you for some years will “know all about” what they are required to do, and indeed much of a conventional induction programme will not be needed for an internal transferee. Yet a new job in a new division can be entirely different from what a person has done before, and he or she may paradoxically feel shy about asking for help since it seems to betray a lack of “experience”. It is therefore important to emphasise the importance of induction for internal staff transferring, and not inappropriate to record that this induction has taken place just as one would do for a new joiner.

## Strand 3

### **Maintaining Appropriate Individual Performance Review Process**

This strand looks at the arrangements in place to appraise staff performance against the key objectives and targets of the organisation.

Essentially, this includes a performance review or appraisal system that links individual objectives to those of the organisation, supported by a periodic review process. The appraisal system typically should include an element of self-assessment, interview, documentation of training, and review.

Although this is not one of the worst performing across the sector, and indeed performance has improved on previous years, it is still an aspect of the training provision with which broadcasters struggle. This is of concern, given that it is about process and governance of Learning & Development. It does have a lower percentage of Highs; radio in particular has gone down in this respect over the three years. It is a very average strand with the highest Medium scores. Most companies are doing sufficient but few are making performance reviews a significant tool for developing their people.

Those that do would appear to have IT systems in place that facilitate the process. IT shouldn't be a major factor for this work to be effective, paper-based processes should work just as well. These good practices are potentially transferable to other broadcasters. The BTSR has noted the importance of this work and will be seeking third party partnerships to assist small companies in these HR processes.

It is clear to us that a good process set in place in any organisation would rectify this situation. Understanding an individual's development need absolutely underpins the training developed and delivered, as well as ensuring that they are capable, of working to the needs and requirements of the organisation. It should be more than an annual review. Ideally there should be an ongoing mentoring and monitoring process with the individual's Line Manager on at least a monthly basis. Then this should be followed by a formal biannual review in addition to a formal annual review. These are often known as formative and summative assessments.

## Strand 4

### Meeting Training Needs through On-job Training & Development

This strand recognises that training and development in broadcasting will include an element of on-job training.

On-job development includes learning through the experience of doing one's job, reflecting on that experience, discussing it with a Manager, Mentor, Coach or colleagues, receiving feedback on one's performance, reviewing and evaluating one's performance, and being coached and supervised. It is a particularly good way of developing technical skills. Meeting training needs through on-job training and development is surprisingly one of the poorer performing strands for all broadcasters. It suggests that there is still a long way to go within broadcasting companies for them to embody the notion of the learning culture as part of the way they work.

It also suggests that a culture of Learning & Development, devised and created through a supportive environment, is still more difficult for organisations than just sending someone away on a training course. It is particularly important that this approach is supported at all levels within an organisation. Time taken out by a Manager along with one or two members of staff to coach them and support them in some process, technique, or way of working, should not be seen as time away from work. In the current economic climate support from one's peers or Managers seems even more important to the effectiveness of an organisation and the individual's development and capabilities.

It may be that the ad hoc nature of the provision for on-job training is not being recorded and captured in the development plan of an individual. In this case the improvement of capabilities of the individual is not being recognised by the organisation. However, there are some particularly good industry case studies that broadcasters might review. For example, one broadcaster has developed a checklist for studio personnel, which they use as a backdrop to their development plan and ensure that they go through the checklist during their working week. This then gets signed off by the Manager and is kept as a record of improvement in skills and capabilities. It is a simple, yet very effective, method by which staff are given clear direction in their development needs, yet is formally delivered. In summary this strand can be typified by formal processes informally delivered.

## Strand 5

### Meeting Training Needs through Off-job Training Provision

This strand identifies the opportunities that are made available to staff for off-job training to ensure whole job competence is achieved.

Off-job development includes participation in courses or conferences, undertaking a qualification, open or distance learning, secondment, placement, shadowing, exchange visit, study leave, etc. Training needs should be identified through discussion with individual employees. Typically, off-job training has been provided by organisations when support and mentoring through on-job training is not available or not appropriate. Many organisations now rely upon manufacturers to provide skills training in particular products, cameras, editing, mixing desks, etc. Off-job training does not mean off-site. It is essentially training that is away from the place of work or desk; while they are away from their day-to-day job role.

To date it has clearly been easier to send people away for training than to manage coaching and mentoring within the organisation. This is usually about operational competences and not about business-specific processes. It has also tended to rely upon third-party expertise and for many of the smaller broadcasters this may include elements, of editorial standards of compliance, as well as technical skills. For the individual it has typically and traditionally been the most evident symbol of being trained by an organisation. In many cases, if an individual is asked “How many days training do you get?” they would only then count their off-job training time for say, two to five days. They often find it a lot harder to evaluate or value the support and coaching they get from colleagues or a Line Manager. In the current economic climate where significant pressures on training budgets mean that companies can no longer afford to send people on external training courses, in many cases they will now have to design and deliver the training themselves.

## Strand 6

### Communication with Staff That Supports the Creation of a Development Culture

This strand considers the range of communication activities undertaken by organisations to provide staff with the knowledge and access to training and development opportunities, promoting self-development and continuous learning.

There has been some performance improvement in Strand 6 over the three years but it is not significant. There are still many companies that operate at the None and Base level. Again, organisations with a strong learning culture perform better. This was also dependent on the internal culture of the organisation and the clarity by the Business Managers to ensure that training opportunities and development opportunities have been well communicated to the individual. A worrying trend is that although training, if required, is available, it is, as one broadcaster put it, “opportunity driven”. This means that training is available but has to be formally requested. Strong-performing companies communicate that training and development is a right of the individual, not a bonus offered by the organisation. There is clear evidence that those organisations that build the learning culture, and the opportunity to learn and develop, into their staff and HR frameworks, reduce staff churn and have an improved staff morale, even in situations where no increase in salary is possible, particularly in the current economic climate.

## Strand 7

### Evaluation Systems

Strand 7 encompasses the overall assessment of training and development for the organisation, the individual and the Trainers.

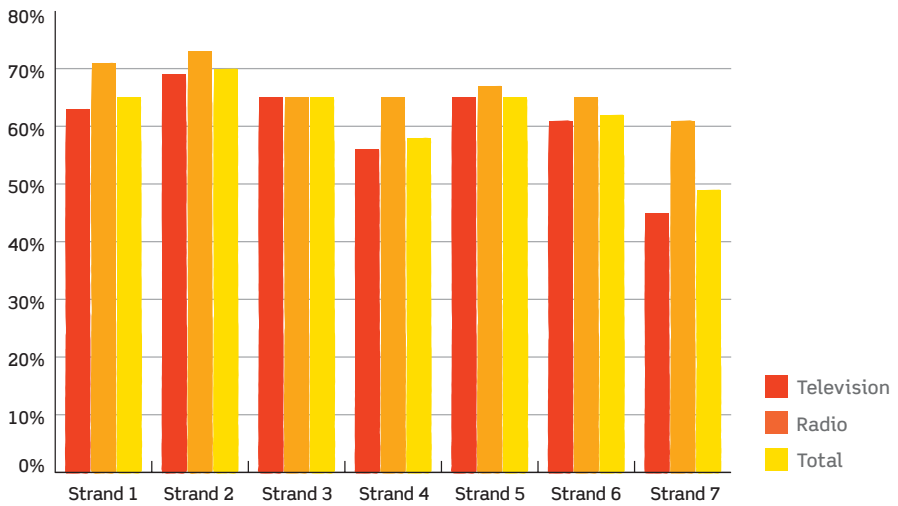
An effective performance management system will include the measurement of impact upon the individual, team and organisational performance against initial objectives and organisational goals. Although Strand 7 is an element in its own right, it clearly captures and encompasses all the other six strands as part of its framework. Companies still struggle with the term “structured evaluation methodology”. All that is being suggested here is that there is a formal process of reviewing and evaluating the Learning & Development within the organisation. Although it is structured, it does not imply the use of IT. It is still the only strand where None and Base overall are still greater than Medium and High. There has been no more than a 2% point shift over the three years. Changes are clearly marginal, yet so important in ensuring value for money and the impact on the business performance. A question for industry as a whole: how can we improve this situation?

In summary, training should not be an either/or, either on-job or off-job training. For an organisation with a fully integrated learning culture, any individual should receive and be offered a blend of learning opportunities that are appropriate and fit for purpose and provide a mix between support through coaching and mentoring, as well as more formal events externally with a formal training programme. For the individual development plan (IDP) they might have a briefing from their Manager before going on a training programme.

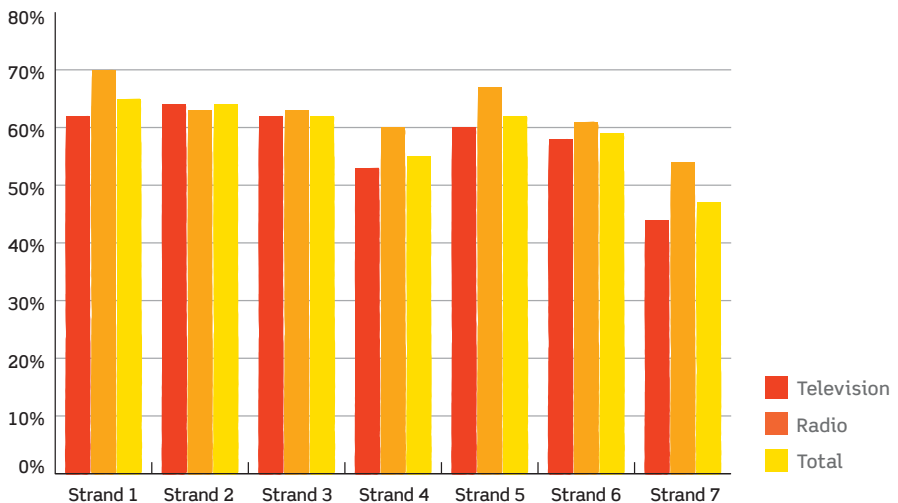
They might then be coached through some of the issues that they ought to be addressing in their development and ability to deliver for the organisation, before they go on a training programme, so that they can be very focused on the work that needs to be done and the skills they need to develop. This should then be picked up by their Line Manager immediately upon their return from the course. Three months later there should be a review of how they have integrated the new skills into their way of working. Ideally this should be supported by additional coaching or mentoring from their Line Manager or appropriate colleague who has the skills they themselves lacked before they went on the course. The issue is to be clear as to why an individual does get sent on a training course, if this is not integrated into the model of their development within an organisation. Because many organisations do not have a clear business benefit defined from this training, it is much harder for the L&D team or individual to legitimise a rationale for sending someone or a group of people on a training course, without being clear that they have linked it to the business need and the organisational objectives. When times are tough, Business Managers cut external training.

Given the range of organisations in the sector, the performance of radio and terrestrial/cable broadcasters has been considered separately. A selection of comparators were identified. We also examined the overall trend, which is a positive one. However, strands that are based on good processes and governance, such as 1, 3 and 7 are remarkably poor given that, for L&D to do their job effectively, these strands should be an almost 100% provision.

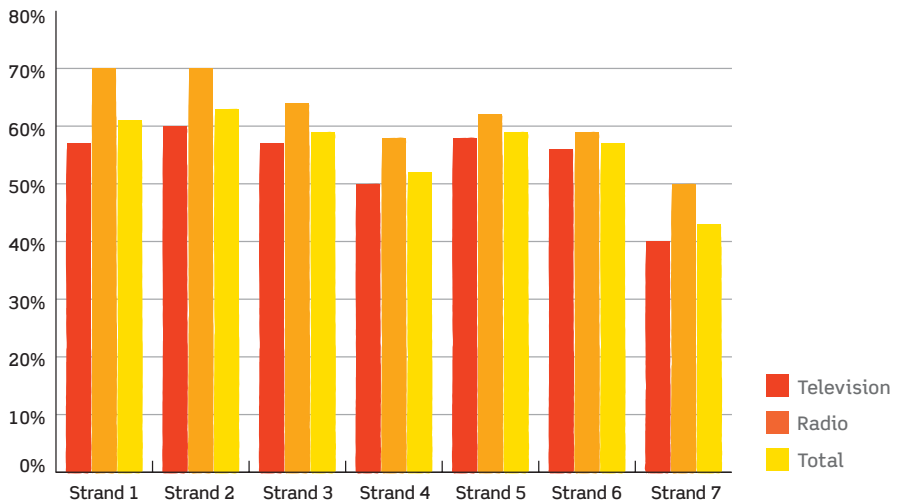
Performance 2008



Performance 2007



### Performance 2006



In 2006 the strongest performance was noted in Strands 2, 3 and 5 only, where 65% or more broadcasters were performing at Medium or High levels of provision. Strand 1 performance in this sector has, therefore, increased from 59% in 2006, to 68% in the current year.

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The lack of performance improvement in Strand 1 (at 62%) in 2008 remains a concern. It is difficult to understand how a company can design and deliver a company learning programme without fully linking the plan to the business. Strands 2, 3 and 5 show a small increase, with radio delivering the best performance in Strand 2. The area of greatest weakness is that of the underpinning systems (Strands 3 and 7) and will be one of the priorities for the BTSR in 2009-10 to develop models of support.

In the next section we discuss some of the differences between radio and television.

## Radio

A total of 17 self-evaluations were submitted from the radio sector. The strongest performance in the sector was noted across two of the strands, each with 84% (2006: 82%) of broadcasters achieving Medium or High provision:

- Strand 1: Training Planning Driven by Organisational Objectives.
- Strand 5: Meeting Training Needs through Off-job Training Provision.

In 2006, the above performance was also replicated across Strand 2 (Ensuring New Staff are Equipped to Contribute). However, in 2007 only 68% (2006: 82%) of broadcasters completing a self-evaluation were performing at Medium or High levels of provision. This drop in performance is difficult to attribute to any single factor, but validation visits to broadcasters have highlighted a number of reasons. Firstly, a small change in the number of broadcasters completing a self-evaluation can have a significant impact upon the performance (each broadcaster accounts for approximately 5%). Secondly, experience of validation visits in 2006 and 2007 identified a notable shift upwards for some broadcasters in the performance following validation. In the current year a reduction in the number of radio broadcasters visited (2007, 6 visited; 2006, 12 visited) may, therefore, have resulted in the reduced ratings. Finally, if one or more broadcasters drop in performance significantly from one year to the next, the impact is significant. As with the previous year, over half of all radio broadcasters were achieving Medium or High provision in the remaining strands, with the exception of Strand 7 (Evaluation Systems).

The key development area for the sector continues to be the effective development and measurement of evaluation systems, in order to measure the impact training and development has upon individual broadcasting organisations and their performance.

## Television

A total of 53 self-evaluation reports were submitted from the terrestrial/satellite and cable sectors. The strongest performance in the sector was noted across four of the strands, where 68% or more of broadcasters were achieving Medium or High provision:

- Strand 1: Training Planning Driven by Organisational Objectives.
- Strand 2: Ensuring New Staff are Equipped to Contribute.
- Strand 3: Maintaining Appropriate Individual Performance Review Process.
- Strand 5: Meeting Training Needs through Off-job Training Provision.

Again, it is difficult to attribute this increase to a single factor, but there is a definite positive shift demonstrated, despite the change in the number of self-evaluation forms completed, from 54 to 47 in 2007 and back to 53 in 2008.

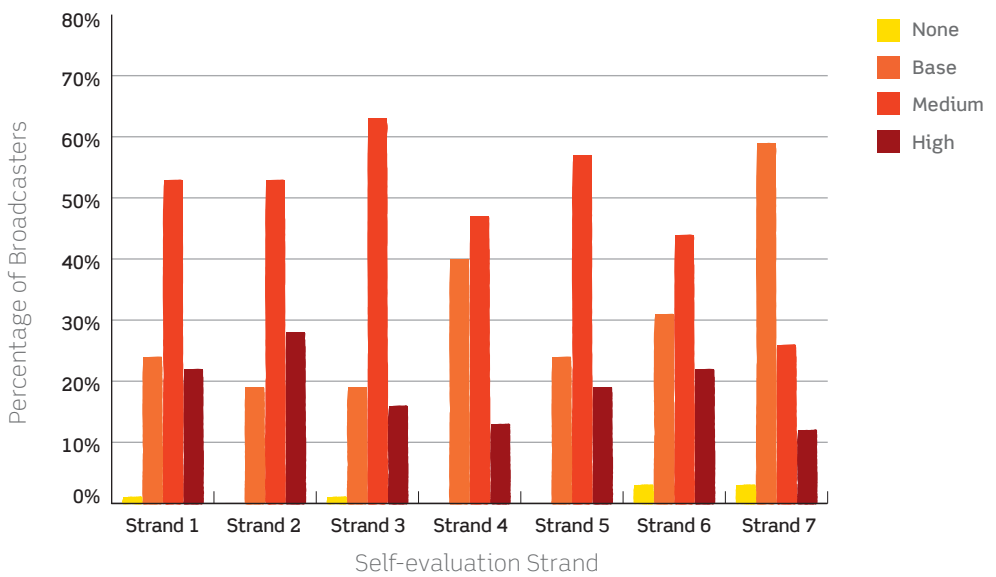
Each broadcaster in the terrestrial/satellite and cable sector accounts for approximately 2%; this, therefore, infers that the net increase of 9% could be down to four or five broadcasters.

As with radio, with the exception of Strand 7 (Evaluation Systems), over half of all terrestrial/cable broadcasters were achieving Medium or High provision in the remaining strands. The key development area for the sector continues to be the effective development and measurement of evaluation systems, in order to measure the impact training and development has upon individual broadcasting organisations and their performance.

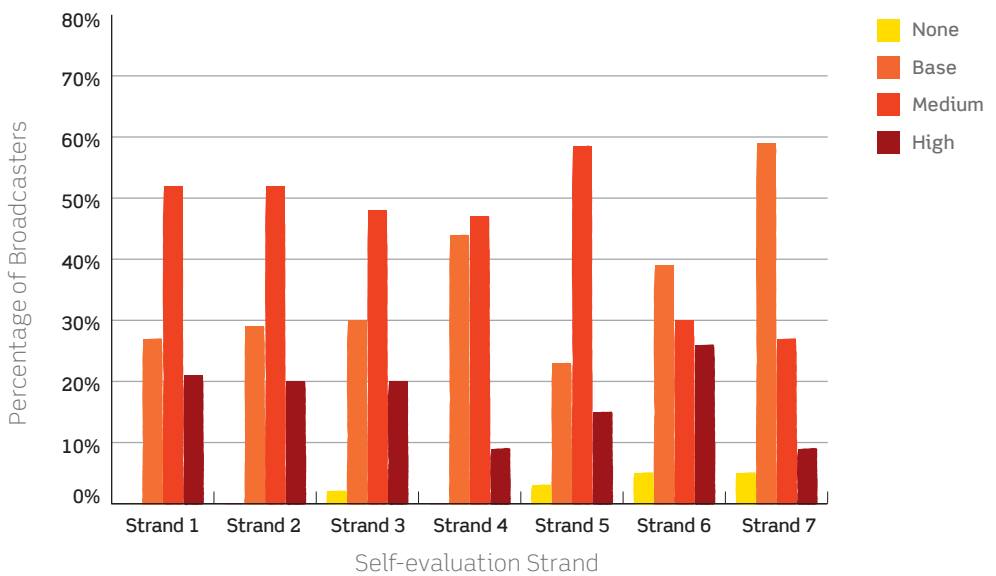
The charts below indicate the total percentage of broadcasters achieving the various levels of provision across the individual strands of the self-evaluation.

### Overall Performance by Strand

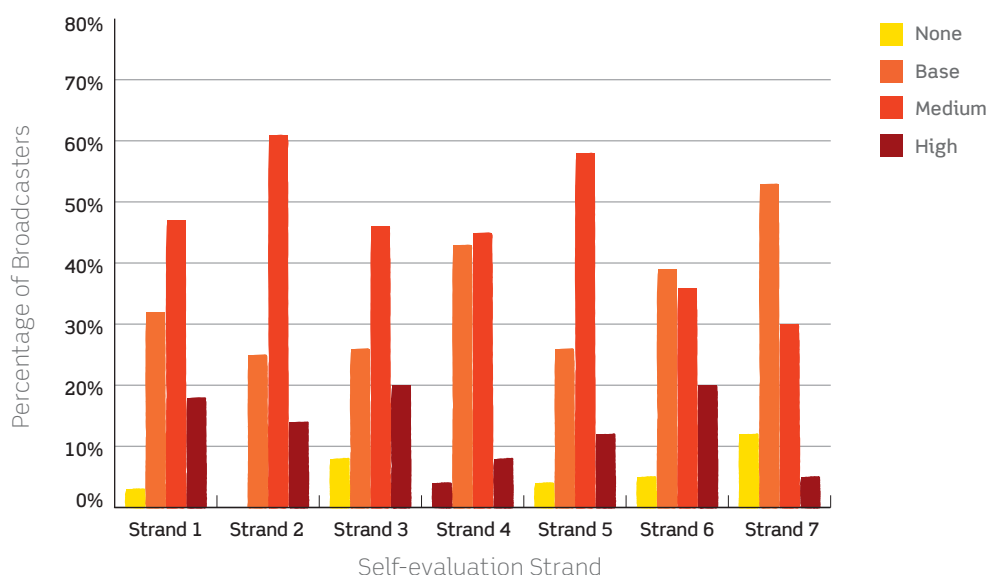
2008



2007



2006



### Ranked Ordered Performance

As with 2006 and 2007, we assigned an overall ranking to all companies in the broadcasting industry. We did this by assigning a value of 0 to “None”, 1 to “Base”, 2 to “Medium” and 3 to “High”. So those companies who scored High in all strands scored 21 and in theory a company with no development work in any of the strands or attributes would have returned a total value of 0 overall.

The lowest score in 2008 was 4. This meant that the individual company provided a Base provision in four of the seven strands. In 2007 we identified 28% of the broadcasters operating in the High band - in 2008 this is now 31%. Significantly, in TV the number of low-performing companies has dropped from 14% to 4% in 2008.

In radio this has declined from 13% to 6%. The significance of this data is that overall the Medium and High provision is increasing and the Low provision has dramatically dropped. This suggests that whilst there are some identified overall performance issues in particular strands, overall performance in the industry has significantly improved.

Finally, if we look at performance across each strand between 2006 to 2008, the following can be noted; overall performance in 2008 across each strand has almost reached the 50% mark. More significantly, the overall improvement, even of Strand 7, has been significant. The lowest improvement is Strand 1, with 4%.

The greatest improvement in industry-wide performance has been Strand 2 with over 6% change over the three years. The most significant change has been in Strand 7 for radio, which has shown an overall performance improvement over the 3 years of nearly 11%. Given that over 25% of the industry is now in the hands of three major players, it is clear that their rigorous systems have had an overall impact on the capabilities of the radio broadcasters to manage their learning and training provision.



■ 2006
 ■ 2007
 ■ 2008

### Performance by Company Size

From the data available the analysis indicates that across radio and TV as a whole the larger companies perform better than the smaller ones. At this stage the data for statistical analysis becomes unreliable if differentiated further by small, medium and large companies in radio and TV.

Next year broadcasters will be asked to place themselves in a company size category on the self-evaluation form and this should provide comparative data to analyse further.

## Trends in Learning & Development

The 2009 Learning and Development Survey by the CIPD<sup>(4)</sup> provided data on current and future Learning & Development issues and trends throughout the industry. By permission from the CIPD the summary findings have been reproduced here as a valuable backdrop to the prime evidence from broadcasters' returns and validation visits.

The CIPD explored the areas of employee skills, talent management, coaching and technology, as well as economic influences and training spend.

### Current & Future Trends in Learning & Development

- The greatest changes in learning and training methods that have occurred over the last two years are the introduction of new programmes to develop the role of Line Managers (61%) and efforts to develop a Learning & Development culture across organisations (50%).
- The key role played by Line Managers in delivering successful training is once again emphasised by the results from this survey, with 47% of respondents believing coaching by Line Managers to be one of the most effective Learning & Development practices.
- Although only 7% of respondents deem e-learning to be one of the most effective Learning & Development practices, 42% say that they have actually used it more in the last two years.
- Looking to the future, almost two-thirds (65%) anticipate that Learning & Development activity will become more closely integrated with business strategy and 60% feel that there will be a greater emphasis on the evaluation of training effectiveness. This seems likely to be at least in part a response to the current economic downturn.

## Employee Skills

- The 2006 Leitch Report appears to be having a greater impact than last year, with 47% of respondents now saying that they have already made use of, or considered using, the Train to Gain service (compared with 39% in 2008).
- Interpersonal (79%) and communication skills (74%) are viewed as most important when recruiting new employees. Although 60% of respondents continue to feel that new employees are lacking in these skills, the figure has improved slightly from last year (66%).
- The development of management and leadership skills (81%) is seen as most important in meeting business objectives in the next two years. 67% of respondents also feel that both strong commercial awareness and business acumen are important.

### Talent Management <sup>(5)</sup>

- The proportion of respondents stating that they undertake talent management activities has fallen sharply since 2006 from 51% to 36%. However, the level of uptake varies greatly according to organisational size. Larger organisations (over 5,000 employees) are much more likely to make use of talent management (59%) than small companies employing 250 or fewer people (19%).
- The most widely used talent management activities are in-house development programmes (88%) and coaching (86%). These are regarded as being effective by 35% and 50% of respondents respectively – the top two most effective activities. The least popular activities are external secondments and action learning sets, with around a third of organisations saying that they are not used at all.

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<sup>4</sup> CIPD Learning and Development 2009  
[http://www.cipd.co.uk/subjects/lnanddev/general/\\_learning\\_and\\_development\\_09](http://www.cipd.co.uk/subjects/lnanddev/general/_learning_and_development_09)

<sup>5</sup> This refers to employees with potential of reaching Senior Management grades, rather than the broadcast and colloquial usage, referring to on-screen performers

- The main methods for evaluating talent management practices is through feedback from Line Managers (48%), the retention of those identified as “high potential” (48%) and feedback from employees involved in talent management initiatives (45%).
- The top enabler of effective talent management is clear commitment and support from the Leadership Team. The biggest barriers are the time and cost associated with setting up and running talent management schemes, pressures of work and resistance from Line Managers to attend programmes.

### Coaching

- Over two-thirds (69%) of respondents use coaching within their organisations, although this has fallen slightly from last year (71%). Public sector (78%) and larger organisations with more than 5,000 employees (83%) are most likely to use coaching.
- Coaching appears to have forged closer links with management development over the last year. 55% of respondents agree that coaching is part of management development initiatives in their organisation, an increase of 8% on the last survey. Despite this, only 25% of respondents agree that coaching is the predominant management style within their organisation.
- While coaching may not be seen as a particularly formal process (only 36% say that in-depth training is provided to Coaches), it is viewed positively by many. 57% agree that being a coachee is encouraged, and 62% feel that coaching is seen primarily as a positive development opportunity rather than a remedial intervention.

### Information Technology

- Results suggest that communication between Learning & Development Teams and their IT colleagues could be improved. A quarter of respondents say they are not involved or consulted at all in the roll-out of new IT systems. Furthermore, only 11% feel that the implications for learning, training and development are taken into account when changes to IT infrastructures are planned.

### Economic Influences on Learning & Development

- Unsurprisingly, only 11% of respondents feel that the economic circumstances facing their organisation in the past twelve months have improved. 40% report facing similar circumstances to last year, while almost half state that their economic/funding situation has worsened (46%).
- Over half (57%) of organisations with more than 5,000 employees feel that economic conditions are getting worse, compared with 39% of those with 250 or fewer people.
- However, the worsening economic situation does not appear to have impacted as severely on the funds available to Learning & Development Teams as might be expected. Around half (51%) of respondents feel that funds for Learning & Development have stayed the same for the past year, with around a third (32%) saying that these funds have decreased.
- Many respondents remain fairly optimistic about the future, with just under half (45%) agreeing that Learning & Development funds will remain the same in the next twelve months.
- Encouragingly, 76% agree that “Learning & Development in my organisation is seen as an important part of business improvement”.

## Training Spend & Budgets

- 70% of organisations surveyed have a specific training budget for the next twelve months, a decrease of 7% from last year.
- The median training spend per employee is £220, substantially less than last year (£300) and previous years (£272 and £278). In comparison with other sectors, voluntary sector organisations continue to spend more per employee per year on training.
- While large organisations have larger training budgets, they also have to spread this across a greater number of people, thus organisations with 250 or fewer employees continue to spend far more per employee than those with more than 5,000 staff.

Download the full report and reports from previous years



## Impact on Learning & Development in the Broadcast Industry

There is some evidence that training and development budgets in the TV and radio sectors were under more pressure than elsewhere across the UK industry and more so than we reported in 2007. The key points to note are:

- The economic climate is likely to impact on recruitment levels in 2008 and 2009, although several of the larger broadcasters, including Global Radio, BSkyB and the BBC were maintaining, or in Global's case introducing, internship and trainee schemes.
- Skillset analysis of their questions in the self-evaluation questionnaire suggests that most broadcasters are still offering work placement and internship opportunities.
- Broadcasters carrying out redundancy programmes would need to ensure that they retained the key skills they would need with the upturn. Remaining staff were also likely to take on new roles and responsibilities creating development needs.
- Redundancy programmes were also expected to put more people into the freelance market, increasing a trend seen in recent years. Research also shows consistently that freelancers report many more barriers to accessing training and development than employees.
- Declining training budgets, also impacted on some education and training organisations specialising in broadcasting, such as the National Film and Television School (NFTS), and some cross- industry training funds, such as Skillset-managed TV Freelance Fund and the Indie Training Fund were also under pressure.
- The economic backdrop put more emphasis on training schemes offering value for money and clear outcomes linked to business need. On-job and in-house training remained a particularly popular option in present circumstances.
- The rapid uptake of digital technologies and huge growth in broadband-based entertainment continued to pose strategic skills challenges, and demand new ways of working.
- The imperative to develop new business models posed particular skills needs in leadership and in commercial and entrepreneurial skills.
- Skillset analysis of the relevant self-evaluation questions reinforces the CIPD findings of the popularity of coaching and mentoring as development solutions for staff - including those aiming at leadership roles.

# Conclusions & Recommendations

The self-evaluation and validation process continues to improve upon the previous years, with more data, increased support, increased knowledge of individual broadcasters, and increased contact and collaboration by the BTSR with the industry and its representative organisations. The BTSR has responded to recommendations from broadcasters regarding the self-evaluation form being provided as an online submission, with availability of reports online and more detailed support behind the requirements for each strand. These have all contributed to a more informed self-evaluation and validation process in 2008.

The current year saw a reduction in the sample of broadcasters visited to 11 (15%), from 32 (42%) in 2006 to 20 (30%) in 2007. As in previous years, some broadcasters who were initially reluctant to participate in a validation visit concluded that it was, in fact, a useful exercise. The BTSR recognises that a full visit by the Validation Team is time consuming for broadcasters. For those previously visited, the team reviewed change from the previous year, not the entire Learning & Development profile. This “light” touch approach was appreciated by the broadcast companies and still achieved the objectives of the validation exercise.

Broadcasters are more familiar with the self-evaluation form but changes in staff undertaking the responsibility for its completion still led to miscommunication of the requirements or delays in its completion. Where broadcasters were unfamiliar with the process of validation, this was often due to key contacts changing and not being informed of the annual self-evaluation, being unaware of previous years reports and guidance material on the BTSR website and not taking up offers of briefing sessions prior to the submission deadline.

It is important that the BTSR is informed of relevant personnel changes, particularly in relation to the key contacts identified for the completion and submission of the self-evaluation forms.

In this way the BTSR will be able to brief more effectively and ensure a higher degree of continuity with the previous year’s validation.

Furthermore, information from Ofcom will continue to highlight those broadcasters with new licences and those who become required to complete the self-evaluation process through the year.

The main challenge is how to capitalise on the information that is now accumulating from the self-evaluation and validation process and thereby assist in the more efficient and effective application of the sector’s resources. The section on the self-evaluation form on Training Priorities requested more detail from broadcasters this year on their future plans. It was noted that few broadcasters seem to have clear plans for future challenges around the ever changing nature of content delivery or talent management (see Broadcasters’ Future Training Priorities in the on-line pdf Part II). This will become an increasing challenge in the current economic climate and will be returned to in next year’s round.

Two additional sections remained this year:

Editorial Standards and Compliance Training. The results, which reveal a mixed picture, especially in the smaller companies, have been passed to Ofcom.

At the request of Skillset, following its consultation with broadcasters, the **other** section was introduced to identify the skills and development interventions that broadcasters offer to employees and also to freelancers, and the links they have with training providers. All answers provided will be added to Skillset’s existing portfolio of labour market intelligence and inform Skillset’s ongoing work to fill industry skills gaps and shortages.

## Overall Conclusions

The self-evaluation returns indicate an upward trend across the industry and the validation visits reveal many areas of good practice.

Analysis indicates that:

- There is an overall year-on-year trend of 3% improvement.
- Low performance has dropped from 18% in 2006 to 4% in 2008.
- 31% of companies are considered high performers.
- The transition from Base to Medium is about systems and capabilities of the L&D Team.
- The transition from Medium to High is dependent on company resources and constraints.

However:

- Many companies are still at a Base level in aspects of the grid that are about good process and not about learning design and delivery.

In general:

- The impact of the self-evaluation form is that of a well-received tool that enables broadcasters to review their own internal processes and validate their own capabilities of Learning & Development.
- The reworked online Self-evaluation Guidebook and a Case Study Portfolio have provided a significant resource for broadcasters. (This is now available to all as an open access tool).
- The full potential of broadcasters sharing good practice has yet to be realised. Case study examples have been collated through the validation process and published as a Case Study Portfolio on the BTSR website.
  - More needs to be done by the industry to access and capitalise on these resources and the BTSR will take a lead in developing a more effective L&D community.

- Broadcasters are interested in the identification and provision of training for role-specific or sector-specific requirements. They would welcome guidance on new and evolving requirements (e.g. Editorial Standards and Compliance training), and how they can compare in-house provision with that in other organisations.
- Broadcasters are keen to know what actions they could take to move from one level up to another. As a starting point, broadcasters may wish to consider the characteristics that define each level of performance and the evidence that supports achievement as set out in this report. In addition, the new Self-evaluation Guidebook will provide a resource to assist transition at each level.
- Broadcasters are interested in the overall assessment of the sector's progress in training and development and would welcome further strategic dialogue about how it could be improved. They would welcome the further development of the validation process and their direct involvement in it.

## Challenges for Broadcasters

Underpinning the need to improve requires broadcasters to:

- Improve performance and evaluation processes.
- Ensure that Learning & Development is clearly linked to their business.
- Meet the increasing challenge of the future skills needed by employees.
- Have clear processes for performance management and evaluation.

## Challenges & Actions for BTR

The BTR priorities for 2009-10:

- To provide more support for the L&D Manager (whether role or function).
- To help companies make the step change from None and Base to Medium and High.
- To continue to improve and revise the self-evaluation form and user support.
- To enhance (possibly rename) the online Self-evaluation Guidebook with more links to resources and guidance on strand progression.
- To make additions to the Case Study Portfolio.
- To work closely with the BTR industry Board Members and representative bodies to co-ordinate workshops and learning events that meet industry needs.
- To build on the success of the 2008 Learning & Development Conference with online events and workshops.
- To share best practice as highlighted in the Case Study Portfolio and demonstrated through the Broadcast Training Award winners.
- To help stimulate a network of Learning & Development Professionals across the Broadcast Industry through the LinkedIn network and other Web2.0 networking tools.
- To focus attention on broadcasters who remain at Base provision with follow-up visits and offers of consulting support.
- To work with independent professional development organisations to develop additional industry-wide HR systems that will support the smaller broadcast company.



- To build on the success of the 2008 Learning & Development Conference the 2009 conference will focus on themes under the headings:
  - Developing Our People.
  - Digital Britain.
  - Leadership.

These themes have emerged from discussions with the **Conference Advisory Panel** and issues identified in this report; all underpinned with the challenge for the L&D Professional to reduce cost, increase productivity and increase efficiency.

## The Future of Co-regulation

By its very presence the BTSR has influenced broadcasters' behaviour and many now reflect on their Training & Skills development work in a formal and structured way, which had not been the case to date. Self-evaluation has provided a universal assessment tool by which broadcasters can benchmark their performance against others in the industry. Any process of reporting that provides benchmarking enables companies to see how they measure up against industry norms and high performers; this has helped encourage improved performance by individual companies.

An emerging debate concerns the overall aims of self-evaluation. The work of the BTSR in encouraging performance improvement is not static. Therefore not only do we seek to ensure broadcasters will be competent in their approach to Learning & Development, but that they will focus on excellence in the future<sup>6</sup>.

The BTSR has learned that consultation is the most important aspect of obtaining compliance to a co-regulatory environment. On many occasions there have been some very robust challenges as to the use and effectiveness of the data being asked of the broadcasters. Confidentiality is vital to the comfort broadcasters have in reporting. Only a few key individuals within the BTSR see the source data.

Looking to the future the BTSR intends to encourage greater use of web-based tools and techniques. For example, as a precursor and follow up to the Learning & Development in Broadcasting Conference 2009 we will offer a series of web lectures to support the conference master classes.

After three years of a full co-regulatory model, it is clear that the BTSR has done a great deal to raise the agenda of Training & Skills in the broadcast industry through a supportive, yet challenging self-evaluation process, validation visits, the establishment of the Broadcast Training Award and the annual Learning & Development Conference.

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<sup>6</sup> Excellence is broadly defined as surpassing the existing norms or standards in given contingencies, with regard to time and situation.

# The Self-evaluation Grid

SELF-EVALUATION OF TRAINING & DEVELOPMENT	No Provision	Base 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.
<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.
<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.
<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.
<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.
<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.
<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.

Medium Provision	High Provision
<p>We identify training and development needs and plan activity in line with the needs of the whole business or individual departments, at regular intervals.</p>	<p>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.</p> <p>Appropriate resources are allocated for training and development in all areas.</p>
<p>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.</p>	<p>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.</p>
<p>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.</p>	<p>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.</p>
<p>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.</p> <p>Training is evaluated against expected personal outcomes jointly by the individual and their Manager.</p>	<p>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.</p>
<p>We ensure staff gain access to necessary off-job training. We require feedback on content and delivery of all off-job training.</p>	<p>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.</p>
<p>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.</p>	<p>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.</p>
<p>We evaluate training and development activities using a structured evaluation methodology to determine whether people's knowledge, skills and performance have improved.</p>	<p>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.</p>