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| **Title** | **Organisational Lifelong Learning report 2014-15** |
| **Sponsor** | **Chris Watt – Head of Organisational Learning** |

1. **Introduction**

Organisational Lifelong Learning (OLL) was set up following the re-structure of HR in 2010. The current Head of Organisational Learning started in post in November 2010 and conducted a full review of activity. This review resulted in a new approach being taken to learning and development from 2011 onwards. This approach included the introduction of a core programme of learning and development activity (courses, management and leadership development programmes) aligned to the Schools strategic direction. A full tender process was then conducted in 2011 to identify a preferred suppliers list of training providers, coaches and organisational development facilitators to support this programme.

The academic year 2014 to 2015 was the first full year of the new Director of HR and the approach has been to further build on this direction. Further refinements to this approach saw delivery activities organised into a number of key areas to further align them to the emerging revised School strategic direction:-

* Essential Work Skills; covering areas that are essential support for all staff roles.  This includes much of the core course programme, Flying Start Induction and the External Funding budget
* Personal Effectiveness; areas designed to support all staff to help develop themselves to their fullest as individuals.  This includes a range of courses on the core programme, budgeting support via the Learn for You scheme, coaching, support to help proactively manage and plan careers and the Volunteering 4 All scheme.
* Leadership & Management; a full range of courses and programmes and Masterclasses to help develop new and existing managers.  These are all aligned to the Knowledge, Skills and Behaviours (KSB) framework for the Schools Managers and Leaders. The School also became subscribing members of the Leadership Foundation for Higher Education
* Equality & Diversity; development activities in support of the Schools single equality scheme.

In addition OLL have also been working on the following key project areas:

- formulation and socialisation of introducing talent management initiatives across the School

* creating a new Behavioural Framework (presently in draft) for Professional Services Staff based on the Schools Ethics code
* the design and implementation of a career pathways framework for Professional Services Staff

In line with the Schools procurement procedures a full tender process was conducted in June – July 2014. The result of this saw almost all of the previous preferred suppliers being re-contracted for the next 3 years, one chose not to re-apply for personal reasons and one organisation was not selected. Alongside this new providers of both training and coaching were added to the list.

1. **Purpose of the paper**

The purpose of this report is to outline the key core delivery activities and progress on key projects undertaken by Organisational Lifelong Learning (OLL) during the academic year of 2014 to 15

1. **Core course programme**

The heart of OLLs activity is the design, organisation, management and delivery of a programme of courses. The following sets out delivery activity for 2104-15, full comparisons with previous year’s data can be found in Appendix A: Learning and Development delivery activity historic comparisons

3.1 Course Programme:

In the 2014- 2015 core training programme, **89** days training have been run for **619** delegates covering **27** different course topics*.* In addition we ran **8** Flying Start Induction courses for **164** delegates which is **87%** of the Professional Services Staff new starters who are the target audience for this course.

3.2 Leadership and Management Development:

There are also a number of| programmes for managers and leaders at different stages of their careers:

* The Institute of Leadership & Management Level 3 Award in Leadership and Management ‘ Step Up Programme’ for first line or new managers and team leaders This has run **2** times with **22** delegates
* The Chartered Management Institute Level 5 [Diploma in Management](http://www2.lse.ac.uk/intranet/staff/humanResources/learningAndDevelopment/Management%20development/Diploma-in-Management.aspx) for middle managers (predominantly Band 7). This has had **1** cohort with **9** delegates.
* The LSE [Leadership Development Programme](http://www2.lse.ac.uk/intranet/staff/humanResources/learningAndDevelopment/Management%20development/LSE-Leadership-and-Development-Programme.aspx) for senior managers  (experienced band 8s to 10). During 2014-15 **2** cohorts are running with a total of **33** delegates. This programme was formally awarded the Level 7 Certificate in Strategic Leadership by the Chartered Management Institute in 2012. This accreditation last for 3 years and we successfully gained re-accreditation during 2015. Currently **14** delegates are working towards the Level 7 Certificate.
* New in 2015 was the introduction on the Chartered Management Institute Level 7 Diploma in Strategic Leadership. Open to delegates who have completed the Leadership Development Programme**, 5** delegates are currently studying to complete the diploma having attend a programme of 6 workshops

During 2014-15 we also introduced a Masterclass session aimed at all current and ex- Leadership Development Programme delegates. 40 senior mangers and leaders attended a session delivered by Mark Pegg the recent ex- Chief Executive of the Leadership Foundation in Higher Education. Mark led a highly thought provoking session on the changing face of global Leadership. We will be running at least two Masterclasses a year going forward.

3.3 Equality and Diversity:

A report on Equality and Diversity training was drafted as a direct action from the 2014 Michaelmas term report by the School registrar Simeon Underwood “Proposals for action in response to sexism and homophobia on campus”

The key proposals in this report were:

* Continue providing the current training courses organised since the Equality and Diversity training review conducted in 2103 and the tender exercise 2014
* Design and implementation of an online Equality and Diversity Awareness module for identified target audiences
* Half day Unconscious bias workshops to be run for all those making decisions on recruitment, review, promotion and reward of their colleagues

This report was agreed by the Equality and Diversity Executive group in November 2014 and by the Directors Management Team in December 2014. An unbudgeted expenditure application for £31 000 was made and agreed in March 2015.

As part of the open course programme the following courses were delivered:

* Equality and Diversity Awareness – **3** courses, **24** staff
* Fair Treatment and Respect – **2** courses, **11** staff
* Recruitment and Selection – **3** courses, **37** staff
* Unconscious Bias – **2** courses, **27** staff

The Recruitment and Selection course has now had a revised session on Equality and Diversity incorporating Unconscious Bias built into it

We also sent staff on the following external courses:

* The Leadership Foundation for Higher Education Aurora programme for developing woman leaders **4** staff
* Calibre, a joint University’s programme for disabled staff **1** staff

A provider of a new online module has been identified, Cylix ltd who have a track record of providing specific Equality and Diversity online modules for Higher Education organisations. A design group that includes Cylix plus representatives of the Schools staff networks, the Equality and Diversity Manager and the VCAC have designed a bespoke script for the module. The module is due to be launched in Michaelmas term 2015.

A half day Unconscious Bias workshop was organised for key senior staff involved in making decisions on recruitment, review, promotion and reward of their colleagues.

**5** workshops were run by the Equality Challenge Unit for Higher Education (E.C.U.) for **45** delegates

Bespoke Unconscious Bias workshops have also been run by the E.C.U. for Department of Media and Communications and the Department of Philosophy

Further dates for other groups will be rolled out in October 2015.

We have started work on the design of two new open course programmes:

* A programme of development for B.M.E. staff
* A workshop called “Working with disabled staff”

3.4 Bespoke learning and development activity:

During 2014 -15 OLL has also been involved in the design, delivery and coordination of a range of bespoke development programmes within Divisions.

A full break down of this activity can be found at Appendix B: Bespoke Learning and Development Activity

3.5 Course Evaluation:

Every course delegate is asked to complete an evaluation form about the course they have attended. They are asked to rate the course against a series of areas:

* Did the course meet its aims
* Was there an appropriate balance between theory and practice
* Was the course directly transferable to work
* The quality of visual aids/course handouts
* The pace of the course
* The level of the course
* The length of the course
* The trainers knowledge and presentation silks

The delegates are also asked to provide an overall assessment of the course, unsatisfactory, fairly good, good or excellent.

The overall courses scored:

* Excellent = **70%**
* Good = **25%**
* Fairly good = **5%**
* Unsatisfactory = **0%**

This is an improvement on 2013-14 when 50% of delegates rated their event as excellent and 45% good with the remaining 5% fairly good

3.6Online Modules:

In 2011 the People Management Toolkit was introduced; an online resource for staff with hints tips, case studies and best practice on a wide range of Management and Leadership topics. In 2014-15 we re-negotiated the contract with the external provider to include video and audio support as part of the toolkit for the same price.

In 2014-15 the toolkit had **215** registered users which represent **60%** of possible users in our target audience of Band 7 and above. These registered users have visited the site **372** times and looked at **3013** pages since September 2014. The top 3 areas that people have looked at are:

* + presentation skills
  + time management
  + dealing with difficult situations

This is an increase in the number of users and in number of times the site has been visited and number of pages looked at. In 2013-4 the toolkit had **175** registered users, visiting the site **302** times and looking at **2638** pages.

1. **Learn for You**

Learn for You is a personal and career development scheme through which staff are entitled to a learning allowance of up to a maximum of £200 every year to spend on the learning of their choice. The scheme also supports the spiritual, physical and emotional wellbeing of staff with the aim of having an impact on quality of life and personal achievements. This is for staff in both full and part-time roles in salary bands 1-5. (This includes those who are at the top of Band 5 Contribution range, step 25.5). We particularly aim to attract applications from individuals who may not have regular access to learning opportunities and would like to re-engage in their personal or career development.

For 2014-15 revisions to the criteria were agreed with the Trade Union representatives that form the Learn for You committee. These changes included:

* changing the awards being given every other year to every year
* to allow the budget to be spent on “wellbeing” activities as well as learning activities. These activities could include things such as fitness classes, yoga etc. Clear criteria for what type of activity were eligible have been identified.

The Learn for You fund has had **128** applications of which **121** were successful receiving a total of **£20954.36**

1. **External Course Funding**

Whilst the School runs a very comprehensive programme of in-house options, there are situations where staff need access to more specialised provision for which there is not the demand and/or expertise at LSE. There is an annual budget to support this type of development and applications are dealt with on a first-come, first-served basis.

Local Departments/Divisions must contribute at least 50% of the cost of the course as a representation of Departmental/Divisional commitment to essential learning and development.

All applications must be actively endorsed by the local manager as an essential work requirement and managers are expected to support candidates and monitor progress.

During 2014-15 the fund has had **31** applications all of which **30** were successful, receiving a total of **£15,930.93** which was matched by £**13 653.38** from the applicants Divisions.

1. **Coaching**

Coaching is provided by both our external coaches and internally by the OLL team. We define coaching as: a series of one to one, goal focused, confidential development discussions with a coach. The aim of these discussions is to develop an individual's performance in their role and also their potential within a safe space for reflecting on and managing business and personal growth issues.

The agenda for coaching is typically set by the individual, but in agreement/consultation with their line manager. Types of issues covered in coaching session include:

* Managing relationships with staff, peers or own manager
* Career development
* Achieving work-life balance
* Understanding the impact of personal style and behaviours
* Dealing with performance feedback e.g. from CDR discussions
* Translating management theory into practice
* Developing strategies for implementing and managing change

**38** individuals have had coaching receiving a total of **152** sessions. **14** of these are middle to senior managers (salary bands 7 to 10) and **24** non-managers.

An evaluation mechanism to identify the outcomes for the School of these sessions is to be developed during 2015-16

1. **Project Progress**
   1. Talent Identification Process:

Much work has been undertaken in 2014-15 on the design, formulation and socialisation on introducing talent management initiatives across the School. This work has initial focussed on the talent identification process for direct reports to Professional Services Directors.

Research has shown that other university’s use tools such as a Talent Review Matrix to inform the process of identifying individuals for potential succession into key roles as they can aid discussion of employee strengths and development needs.

As such work has been undertaken to develop a tool that maps individuals' potential and performance to see whether any gaps or weak areas exist within teams/divisions/departments, and help to build the talent profile of the School and determine what interventions might be necessary.

This tool explores the performance and potential of individuals in these roles to identify:

* Those that are ready now for the next role
* Those who are likely to be ready in 1 to 2 years
* Those who will take longer to be ready

The aim is to introduce the tool during 2015-16 to be implemented by Service Leaders across Professional Services Divisions supported by H.R.

This support includes the design of full guidance for the use of the approach and a development process for staff that supports their preparation for senior roles.

* 1. Behavioural framework for Professional Services Staff

Work was begun on creating a new Behavioural Framework for Professional Services Staff based on the Schools Ethics code. It is intended that this will replace the current Knowledge, Skills and Behaviour (KSB) framework and be integrated in all relevant areas e.g. to support the design of future training and development programmes, the Career Development Review (CDR) system, used to support recruitment and selection and for performance management. A working group that is representational of Professional services Staff has been set up and they have drafted a proposed framework.

7.3 Career Pathways Framework:

Much work has been undertaken to introduce career pathways for Professional Services areas.

These pathways are being created to illustrate in broad terms some of the roles that exist across the School, the general requirements for those roles, and some suggested steps (or pathways) that might be available to staff should they wish to develop their career within the LSE. It is not intended to include every single role or every opportunity for career development within the School, and is in no way exhaustive or exclusive. A career pathway is not just about promotion or advancement to the next level. They can be both vertical (in terms of a promotion), or horizontal (in terms of a sideways development move).

Career pathways help people identify the career options that are available to them and illustrate the knowledge and skills people need to equip themselves for different roles. This helps people to identify any gaps in their skills, knowledge, qualifications or experience and plan their development in order to acquire them. It will be designed to be used alongside the CDR process.

Initially work has been undertaken looking at roles in:

* IMT
* Academic Administration

Working groups, chaired by OLL have explored the use of a simple framework that sets out the roles in each of these areas and the skills and knowledge required for these roles.

This work has been supported by the development of guidance for Departments, Divisions and individuals to proactively manage career development by using such mechanisms as;

* Mentoring
* Secondments
* Job Shadowing
* Personal Development Plans

The Career Pathways Framework will be a ‘living and evolving’ tool, which will be further developed over coming years.

1. **Outline Activity for 2015-16**

2015-16 will see further development of the approach to learning and development to ensure that it truly support the Schools strategic direction and the effective development of teams and individuals.

To ensure that OLL is providing best value for money it is important to ensure that maximum possible attendance is achieved on each course. To help with this it is intended to timetable slightly less courses in 2015-16. These will be those that are key in support of the organisations operation under the heading of Essential Work Skills. Other courses will be organised on an on- demand basis ensuring the maximum occupancy of available spaces occurs.

To complete the full leadership and management development programmes two new programmes will be introduced:

* Introduction to Leadership; aimed at Professional Services staff in salary bands 7 and 8
* A short course on Academic Leadership; being designed in conjunction in Teaching and Learning Centre (TLC) this programme is aimed at Academic and Research staff an introduction to Leadership and the role of management.

Further work needs to be done to evaluate the effectiveness of all this activity. We currently use immediate post course reaction for our evaluation. We will be examining the use of 3 month and 6 month follow up with a selection of course delegates to identify the tangible outcomes of the training they had attended. We will also explore ways of evaluating coaching, Learn for You and the External funding budget. This way we can continue to ensure that the programme of activities is meeting the needs of both individuals and the organisation

Alongside this OLL will continue to undertake key projects in 2015-16 amongst these will be:

- the implementation of the behavioural framework for Professional Services staff replacing the current Knowledge, Skills and Behaviour (KSB) framework.

- the implementation of talent identification process to support Professional Services Service Leaders effectively identify and develop future Senior Leaders

- improvements to the online Career Development Review (C.D.R.) system. Introduced in January 2105 the online C.D.R. is currently being used by 55% of Professional Services Staff who are entitled to a C.D.R To support further use the system it is intended to slightly redesign the layout of the online form and also change the functionality to ensure a smoother more intuitive experience for the user.

Finally Organisational Lifelong Learning will change its name to become Organisational Learning. This is a better description of the key activity of the team, more understandable to staff and less of a mouthful.

1. **Conclusions**

2014-15 has seen further development of the learning and development activities undertaken by OLL. The introduction of a new list of preferred suppliers would appear to have some significant impact with the average evaluation of the core programme improving. Alongside this the amount of coaching sessions delivered has increased and the uptake of Learn for You has also increased. Conversely the request for the External Funding budget has decreased.

As mentioned in the introduction, alongside this work on core activities OLL also has undertaken bespoke work and a number of key projects that should enable the School to develop Professional Services areas further to be well positioned to meet the future needs of the School.

**Appendix A: Learning and Development delivery activity historic comparisons**

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| **Activity** | **2014-15** | **2013-14** | **2012-13** | **2011-12** |
| Core course Programme | 89 days training  619 delegates  27 course topics | 85 days training  583 delegates  29 course topics | 71 days training  570 delegates  34 course topics. | 85 days training  736 delegates  29 course topics |
| Flying Start | 8 courses  164 delegates | 8 courses  144 delegates | 8 courses  126 delegates | 9 courses  129 delegates |
| Learn for You | 128 applications  121 successful  £20954.36  spent | 98 applications  79 successful,  £13,331.00.  spent | 86 applications  75 successful  £11054.57  spent | 187 applications  169 successful  £25 681.99  spent |
| External Funding | 31 applications  30 successful,  £15,930.93 spent, matched by £13 653.38 from applicants Divisions. | 37 applications  37 successful,  £26,609.70 spent matched by £27,392.70  from applicants Divisions. | 34 applications  34 successful,  £28,218.70 spent matched by £27,484.70 from applicants Divisions | 44 applications  42 successful  £35,871.50 spent matched by £29,595.90 from applicants Division. |
| Coaching | 38 coachees  152 sessions.  14 middle to senior managers (salary bands 7 to 10)  24 non-managers. | 18 coachees  54 sessions.  6 middle to senior managers  12 non-managers. | 18 coachess  54 sessions  17 middle to senior managers  1 non-manager | 13 coachees  31 sessions  5 middle to senior managers  8 non-managers |

**Appendix B: Bespoke Learning and Development Activity**

During 2014 -15 OLL has also been involved in the design, delivery and coordination of a range of bespoke development programmes within Divisions.

This has included:

* In Library Services the next phase of the learning and development strategy has taken place to support the significant change programme that they are undergoing with the modernisation and digitalisation of the Service. The programme has included:-
  + Action Learning Set facilitation for Band 7’s
  + Resilience and Playing to Strengths Workshops for all staff
  + Team Building workshop for Collection Services Group
  + Away day for Senior Team
  + Working with and providing support to the Service to achieve Customer Service Excellence Accreditation
* In Residences and Catering the next phase of the learning and development strategy to support the action plan for Customer Service Excellence including:-
  + Customer Services for Front of House Managers
  + Managing Complaints Effectively
  + Training Skills for non-Trainers
* In IMT Division an Internal Review was undertaken to provide a snapshot in advance of the Investors in People (IiP) assessment prior to the full external assessment. This resulted in an action plan which enabled IMT to achieve bronze standard IiP recognition. A 360 exercise to provide 28 managers with individual feedback was also completed in advance of IIP Assessment with a briefing session for all managers.
* In Finance Division, as part of the process reengineering of Accounts Payable, 2 workshops were designed and delivered on Customer Service Excellence and Managing Complaints Effectively
* The design and organisation of a bespoke session on “Writing for the web” for Academic Administrators
* Designing and delivering team interventions for:
  + Advancement
  + ARD