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Report on the Development of a Profession Competency Framework for Learning and Development Professionals in Ireland

IRISH INSTITUTE OF
TRAINING & DEVELOPMENT

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Report on development of a Profession Competency Framework for Learning and Development Professionals in Ireland.

Ireland's Education and Training Sector Overview of Service Delivery and Reform Report *(Department of Education and Skills, 2015)* provides and insight into the Irish Education and Training Sector which from a national statistical point of view are synonymous with each other but from a professional perspective are separate entities. Therefore, an ongoing challenge for the Learning and Development profession in Ireland is the capturing of its occupational boundaries within national data collection approaches.   Those working in Learning and Development do so in a 'pure' professional sense as well as in an application of the tools and approaches of the professional through other professional lenses. Therefore, those professionally engaged in the Learning and Development Profession in Ireland fall into a number of categories for which there is little accurate visibility leading to a lack of representation of the professional in a quantitative manner nationally:

   i.   Learning and Development Professionals who hold a L&D roles either in an organisation or on an independent consultancy basis.

   ii.   Those belonging to another professional area who employ the approaches, tool and techniques of the Learning and Development Profession e.g. engineers, quality specialists etc.

   iii.   Those in the more mainstream Educational Sector who provide training.

Educational Level of Learning and Development Professionals in Ireland:

Most learning and development professionals have a minimum of a FETAC level 6 Trainer the Trainer with the majority having a primary degree or post-graduate qualification. IITD in collaboration with University College Cork established the first national Masters qualification for the profession – Masters in Learning and Development Consultancy in 2008. This qualification along with the span of level 6 to level 9 within the QAQI National Qualifications Framework represents the broad span of the profession from operational training support and deliver to strategic partnering in business on enabling organisational performance and sustainability through learning and development.
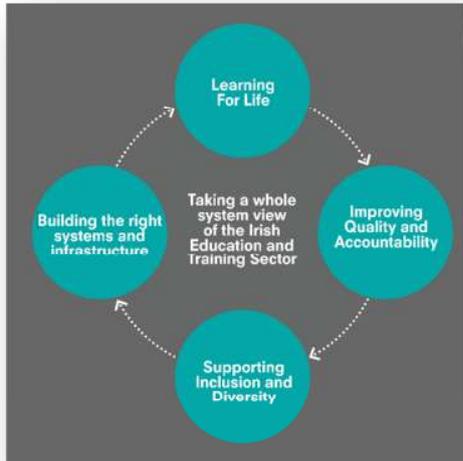
The Irish Government has provided a clear message on its aims for the education and training system (encompassing i to iii above) within which the Learning and Development profession sits. (*Ireland's Education and Training Sector Overview of Service Delivery and Reform - Department of Education and Skills 2015*). This aim is to provide all learners with the knowledge and skills they need to participate fully in society and the economy – Learning for Life. The Learning and Development Profession is at the forefront in the delivery of this aim outside the formal national educational sector nationally.

Some Overview Statistics relating to the Profession and Broder Educational Context:

- 2015 Budget for Education and Training (excluding National Training Fund) €8.6 billion;
- Since 2011, €85 million has been allocated to Springboard, providing for free higher education opportunities for over 21,000 jobseekers;
- Full-time enrolment in higher education has grown by 30% over the past 9 years and demand for places is expected to increase by almost 27% by 2027;
- The rate of unemployment continues to fall and stood at 9.7% in June 2015.
- Ireland's Skillnets programme has been noted as a success by the European Commission.

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An overview of the Education and Training sector in Ireland

SCHOOLS	SPECIAL NEEDS ASSISTANTS IN SCHOOLS	FURTHER EDUCATION AND TRAINING PLACES
4,009	11,820	270,000

FULL TIME LEARNERS ACROSS THE SYSTEM	EDUCATION AND TRAINING BOARDS	NO. OF UNEMPLOYED PEOPLE FOR WHOM TRAINING IS PROVIDED	FULL-TIME 3RD LEVEL STUDENTS
1,090,000+	16	50,000+	173,000+

PRE-SCHOOL CHILDREN	CHILDREN & YOUNG PEOPLE IN SCHOOLS	TEACHERS	PART-TIME 3RD LEVEL STUDENTS	STAFF IN HIGHER EDUCATION INSTITUTIONS	STATE FUNDED HIGHER EDUCATION INSTITUTIONS
67,000+	916,000+	59,000+	38,000+	23,000+	31

The 2012 Cedefop, (the European Centre for the Development of Vocational Training) report on the benefits of vocational education and training demonstrated a positive correlation between the effect of training on job satisfaction and on productivity. There was evident growth across several sectors spanning public and private enterprises which can be attributed to training. These findings are supported by the EU Commission's report that skills are a key driver for growth, employment and competitiveness (EU Commission, 2012).

Indicative Level of Activity of the Profession:

Central Statistics Office (Ireland) data collected in 2005 in relation to the percentage of staff engaged in training and development activity, although historic, gives an insight into the level of national engagement across public and private sectors in training and development activity. Some 48% of staff attended training courses in 2005 with slightly more females (24%) than males (23%) on these courses (some of the staff may have attended more than one course).

In the Education sector, staff on training courses represented 73% of all employees but in the Hotels and restaurants, Construction and Other services sectors, the figure was under 30% (27%, 29% and 29% respectively). In the large enterprises (those with over 250 employees) and the public sector, a figure

equivalent to two thirds of employees attended training courses. There was on average 1.2 days spent on internal training courses in organisations and 0.5 days spent on external training courses in 2005.

Cost of Training Activity – Financial Context of the Profession

The cost of training course activity was estimated to be 2.6% of total labour costs in 2005. This was composed of 0.7% for direct costs such as fees and payment for courses in 2005, travel and subsistence and the cost of premises. This high level of activity attributed to the Learning and Development Profession has remained evident with the similar costs of training in 2013. In the IBEC Management Training Survey 2013 (sample of 445 companies across a broad range of economic sectors and focused on detailing the training function within organisations) found the average cost of training as percentage of payroll was 2.59%. Furthermore, the survey found the cost of training, as a percentage of payroll was highest in companies with over 500 employees (3.20%) and in companies with fewer than 50 employees (2.84%).

Trends and Changes to the Professional Landscape

Reflective of international movement in training and development focus, the following emerging trends which inform the activity of the profession, are evident in the Irish learning and development professional context:

1. Increased value on accreditation related to training provision;
2. Response to regulatory requirements and economic challenges;
3. More external than internal training being conducted;
4. Training planning and auditing becoming a mainstream activity;
5. Increasing interest in eLearning and more innovative approaches to support workplace learning;
6. Improvement of 'soft skills' to complement 'technical skill sets';
7. A continued focus on leadership skill development.

In the IBEC Management Training Survey (2013) when asked about the conduct of training currently, respondents were most likely to be conducting training in relation to occupational health and safety (45%), management skills (41%) and IT training (36%). Performance management skills for managers (35%) and Leadership skills (34%) were also currently being conducted. The drivers for training activity were expressed as an objective to increase productivity (31%); meet statutory obligations (23%).

An emerging challenge for the profession and for Irish organisations in general is their approach to the training, learning and development (L&D) of a multicultural workforce. A 2016 publication of research conducted by Prendergast, M. on **Training and Developing Non-Irish Workers: The Perspectives of**

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Interested Stakeholders highlights a gap in the research that exists between the theories and real-life practices of Learning and Development with employees from diverse cultures.

To put this into context the number of non-Irish workers has been increasing year-on-year since 2001, and in 2014, there were approximately 564,200 migrants in Ireland (Central Statistics Office, 2013).
This has a significant impact on the cultural diversity of Irish organisations. There is a recognition that the delivery of learning and development for staff is critical to organisational success e.g. according to the first European Forum on Vocational Training (Cedefop, 2012) "*ensuring a high-level, well-targeted and efficient competence development*" is an essential success factor in the global market. The development and training of a culturally diverse workforce is one of the greatest challenges facing organisations where cultural differences have not impacted Irish organisations' strategies for Learning and Development, they have gradually had to face the same complex issues encountered by global multicultural organisations.

The aforementioned change of focus and emerging trends for the profession requires more than ever before an articulation of the profession within a Competency Framework which can be used to inform Learning and Development activity as well as the education of Learning and Development professionals.

The Rationale for the Learning and Development Profession Framework

The economic and other challenges in organisations now and for the foreseeable future will make it imperative that learning and development professionals have the capability and competence to deliver innovative and fit for purpose training and development services and interventions to enable organisational sustainability and performance. Through the development of this profession competency framework the IITD is promoting professional standards, inform education and training for the profession and provide a means of supporting the establishment of a stronger professional foundation for learning and development professional's capacity across all sectors, organisations, bodies and individual stakeholders. This will enable a position of the profession for the future.

There is no universal or common pathway followed by learning and development professionals and the manner in which those working in the profession demonstrate competence and ability varies according to the individual's career trajectory and their level of experience.

An important aspect to the framework is that all competences should be capable of being achieved at any career stage, though at varying degrees, dependant on context, configuration of role and activity exposure.
The evolution taking place within Ireland's learning and development landscape impacts on the role of all learning and development professionals. It is becoming increasingly important to keep skills up to date, fit for purpose, and to have an awareness of national policy, trends and direction relating to the profession.

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The framework recognises the many varied titles and roles applied to individuals within the profession, working in different settings and at different levels. As roles evolve and diversify, this framework can help create consistency in the interpretation of responsibility levels.

Overview of the Competency Framework:

The competency framework contains ten separate sections, all of which carry equal weighting. Each section is then broken down into sub-sections which describes the professional attributes, knowledge and understanding that the learning and development professional is expected to exhibit in order to effectively deliver against the section. The final element of the competency framework is a table which describes how the professional attributes, knowledge and understanding of the learning and development professional manifest themselves in different role levels. It is recognised that all learning and professions will not necessarily fit neatly into one level and that the scope of their existing role may span across the different levels impacting the relevance of the competencies within the framework.

This framework was designed in the context of a fairly large organisation with a T&D organisational structure which includes a strategic management role, operations management role, specialist T&D (non-managerial/leadership) role and T&D co-ordinator/administrative function. This approach was taken to assist in the clear identification of those competencies as relevant to four separate roles – these being i)strategic, ii) managerial, iii) operational and iv) administrative in nature.

Where an organisational structure differs from the one presented, it is intended that the post holders will assume the relevant competencies as applicable to their role, whether it be a strategic, managerial, operational or administrative role or a combination of a number of these. It is accepted that this will inevitably create a situation in smaller T&D functions where a role crosses over more than one of the functional roles as indicated below.

Overview

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1. Undertaking Strategic Planning

1.1 Providing strategic direction for T&D activities within the organisation
- Identifying the core aspects of the organisational strategy which will provide direction for T&D.
- Communicating how T&D can deliver to achieve the strategic direction of the organisation

1.2 Assessing the capability and capacity of the organisation to deliver on future challenges and opportunities
- Undertaking an internal SWOT review to identify the organisation's development needs.
- Performing an external PESTEL analysis to ascertain the impact with environmental factors will have on the organisation.
- Carrying out and an audit of organisational skills requirements to ascertain training needs and requirements

1.3 Developing T&D strategies with line managers by considering short and long-term staff requirements.
- Working with line management to develop unit based training needs analysis.
- Reviewing the current status of T&D activities for staff within the unit setting out training requirements for the short (12 months) and long term (3-5 years).

1.4 Developing local operational plan within Training & Development to meet T&D needs as identified by the organisational strategic plan
- Making a realistic operational plan which is specific and time focused to enable delivery of T&D needs

1.5 Translating organisational requirements into clear and specific T&D needs
- Identifying what skills, knowledge, capability and capacity improvements need to be made.
- Putting together a clear plan which specifies identified training needs and how these needs will be addressed

1.6 Carrying out skills audits to identify organisational capacity and gaps to address future organisational requirements
This involves taking a systems approach to ascertaining current skills and capacity with a view to determining potential future skills needs
- Assessing organisational needs for data in relation to skills capability and skills deficits, specifying what information is required within the organisation and identifying a suitable method and procedure for effectively capturing this information.
- Collating and presenting data setting out gaps and requirements to meet organisational needs

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2. Leading the T&D function

2.1 Leading and managing the training team providing supervision, coaching, guidance and mentoring
- Developing the work *team* and individual employee skills and capabilities.
- Overseeing the organisation and delivery of work within the T&D area.
- Providing direction and oversight of approach to carrying out role to individual team members.
- Evaluating and managing individual and team performance.
- Providing effective guidance, feedback, support, coaching, mentoring and training

2.2 Promoting an open knowledge-sharing environment that builds skills and service for the benefit of the organisation
- Sharing information with others and facilitating the *open* exchange of information and ideas and knowledge.
- B*uilding a collaborative work environment which promotes the communication of knowledge* with others by networking, attending meetings, participating in committee work and providing briefings.

2.3 Inspiring and encouraging managers and colleagues to develop a proactive and engaged focused approach to staff development
- Coaching managers and colleagues to ensure they are engaged with T&D activities and processes and can articulate the clear and measurable benefits to the organisation, unit and individual.
- Educating managers and colleagues as to the full range of T&D resources, activities, programmes and events which are available within the organisation

2.4 Enabling strong and effective leadership across the organisation to enable delivery of the organisation's strategic plan
- Identifying and sourcing interventions to ensure that leaders and their successors have the appropriate capability to enable the achievement of identified current and future organisational goals.

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3. Identifying organisational and individual T&D needs

3.1 Enabling the analysis of training needs within the organisation
This involves developing a systems approach to the identification and determination of training needs for individuals, functional units/teams and the organisation as a whole.
  - Considering and analysing the information arising from the strategic and operational planning process and the outcomes of the performance review system to set out training needs.
  - Planning and delivering implementation of an organised and systematic approach to training needs analysis (TNA), identifying and establishing clear operational and administrative procedures for identifying, recording and communicating on the outcomes of the TNA

3.2 Engaging internally to ensure the approach to training needs analysis supports the overall human resources strategy
  - Supporting colleagues to engage with the identification of T&D needs.
  - Enabling colleagues to feel comfortable and willing to openly discuss their development needs.
  - Working with colleagues within HR and T&D to ensure alignment between overall HR strategy and T&D planning and to ensure that appropriate employee supports are in place to enable delivery of T&D within the organisation.

3.3 Working collaboratively with line managers in analysing training needs within their functional areas.
  - Coaching and supporting line managers to ensure agreed approaches used in determining training requirements are consistently applied in accordance with organisational wide approach.
  - Ensuring line managers are clear as to their role and responsibilities in relation to identifying training requirements and supporting staff to develop and grow both personally and professionally to deliver upon the performance goals of the organisation.

3.4 Identifying changing organisational requirements and the impact of these in terms of training needs
  - Assessing internal and external drivers which will influence future skills and capability requirements.
  - Making a realistic determination of changing trends in relation to future training needs and communicating these findings to senior management.
  - Working with management to assess the influence of emerging trends on the organisation and creating a plan to address how the organisation wishes to respond to the changing external context.

3.5 Taking a fair and objective approach to training needs analysis providing equal access to all staff
  - Putting in place procedures which are nondiscriminatory and unbiased and fair to all.

- Building commitment to the needs for a diverse workforce from senior management and communicating this through the dissemination of a clear values statement to all staff.
- Auditing current practice to assess fit with organisational values.
- Benchmarking current procedures against equality standards and best practice norms.
- Raising awareness of equality and fairness in all aspects of the human resource interface within the organisation through initiatives such as unconscious bias training, recruitment and selection training etc.

3.6 Considering opportunities to address training requirements for under-represented groups

- Using T&D events and activities to educate management and staff as to the needs of those groups that are currently in a minority within the organisation.
- Coaching managers to support and encourage the integration and full contribution of under-represented groups throughout the organisation.
- Taking account of cultural background on skill and capability assessments and training requirements and addressing needs in this area through the initiation of new approaches and methods to assessment, design and delivery of training interventions.

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4. Planning within the T&D function

4.1 Planning a T&D infrastructure to accomplish the organisation's goals.
- Developing learning solutions through the application of best practice, innovation and results orientation.
- Creating a development infrastructure within the organisation to deliver a clear, systematic and structured approach to achieve organisational objectives.

4.2 Ensuring that both financial and resource commitment and organisational "buy-in" is in place to enable delivery of the T&D plan
- Determining the financial cost of proposed T&D proposals.
- Making a realistic assessment of the working time which will be spent on T&D activities on the basis of projected plan.
- Collaborating with senior management to assess level of resource and support available to enable and support the plan.
- Evaluating the plan in terms of co-operation and engagement demonstrated by senior management.
- Taking action as may be required to challenge levels of engagement.
- Engaging with senior management as required to ensure that commitment by this group to the T&D plan is clearly communicated throughout the organisation.

4.3 Determining training priorities and plan a 12 month rolling cycle to create a T&D calendar of events and activities
- Identifying a schedule detailing programmes, events and activities in order of importance to the needs of the organisation and in accordance with resourcing and scheduling plans.
- Using annual operations work cycle to shape and plan an annual T&D schedule which is fit-for purpose, user friendly, achievable and impactful in organisational terms.

4.4 Supporting line management to incorporate and promote a culture of learning, T&D within the organisation
- Working with line management to determine, establish and communicate the value of a learning environment.
- Creating awareness of the benefits and impact of T&D for individuals, teams and the achievement of organisational goals.
- Acting as a learning partner to progress an ethos of capability development at an individual and organisational level.

4.5 Reviewing the marketplace and engaging with professional associations to maintain an understanding and insight into current approaches within T&D
- Exploring approaches in industry and within professional organisations to identify contemporary training methodologies and review their impact.
- Bringing new ideas and advances in approaches in T&D back to the benefit of the organisation.
- Connecting with T&D colleagues internally and externally to identify and engage with new ideas and approaches to developing a learning culture

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5. Designing & developing training programmes and activities:

5.1 Developing a comprehensive portfolio of T&D programmes and activities that meet the skills gaps identified through the training needs assessment.
- Supporting programme design personnel (both in-house and through external providers) to develop T&D interventions that clearly address training and business needs.
- Working with subject matter experts to plan and devise programmes, activities and events that are appropriate to the internal audience and are fit for purpose in addressing organisational requirements.

5.2 Planning and delivering bespoke training courses internally to deliver on organisational specific T&D requirements.
- Collaborating with line managers and subject matter experts to develop approaches to putting organisational specific programmes in place which address distinctive needs as identified.

5.3 Identifying external training and accreditation bodies and providers to deliver required training to appropriate standards.
- Identifying training providers of good professional standing and engaging their services to deliver programmes internally.
- Advising internal stakeholders of external quality focused expertise in specific areas which can add value to the organisation

5.4 Selecting and managing external training and accreditation bodies and providers in accordance with organisational policy and procedures.
- Identifying suitable external training providers and accreditation bodies on the basis of a structured approach in accordance with organisational procurement policy.
- Assessing external providers on the basis of clear evidence based criteria.
- Working with external accreditation training providers and bodies to monitor service delivery and provide evidence based feedback to assess compliance with organisational requirements.

5.5 Promoting innovative approaches to training design including the application of new technologies i.e. e-learning, training apps, etc.
- Leading and encouraging advancements in developing a technologically innovative learning culture through engagement with IT providers.
- Advising managers and colleagues of the benefits of innovative technological approaches to T&D.
- Sharing knowledge and expertise with others in the organisation to support ongoing engagement with new technologies in T&D.

5.6 Drawing up and developing training materials, documents and manuals
- Putting resources for the delivery of training together in an organised and coherent way to best address the needs of participants.

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- Assessing and evaluating materials and resources to ensure that they are relevant, current, "fit for purpose" and optimise the achievement of learning objectives.

6. Overseeing quality assurance processes within the T&D function

6.1 Co-ordinating all T&D activities into a coherent system to support organisational requirements and the promotion of a learning and development culture.

- Co-ordinating activities in a comprehensive, straightforward and unified way.
- Fostering a performance culture though ongoing engagement with line management.
- Supporting line managers and staff in achieving their personal and professional goals.
- Facilitating and encouraging on-going conversations to ensure that all staff are conversant with the key organisational values and goals which are being achieved through delivery of the operational plan.
- Encouraging engagement amongst managers and staff in all T&D activities.

6.2 Reviewing all T&D programmes and activities to ensure organisational 'fitness for purpose'.
This involves carrying out a periodic and regular review of the work of the T&D function to assess effectiveness and adequacy through internal and internal review and evaluation i.e. staff feedback and evaluation, internal surveys, site visits etc.
- Developing a clear plan and approach for evaluating the effectiveness of T&D programmes and their impact on individual and organisational performance.
- Analysing data including feedback on delivery of learning objectives from line management and employees to support review and evaluation of the value of different aspects of the T&D programme

6.3 Overseeing the management of course accreditation processes
- Overseeing and working with internal and external partners to assess T&D programme offerings against the standards of accrediting bodies.
- Driving the process of continuous improvement processes to seek to attain the standards set by external agencies where these are seen as appropriate to the business.
- Leading the implementation of standards within programme offerings where this is identified as beneficial to the attainment of individual and business goals.

6.4 Ensuring effective performance of the T&D function and compliance with relevant policies and organisational requirements and professional best practice
- Leading the implementation of the operational plan for the T&D function.
- Overseeing and encouraging high standards of performance within the area to enable delivery of T&D plans and a culture of continuous improvement.

- Communicating relevant policies to relevant stakeholders both internal and external to the organisation.
- Carrying out role and responsibilities in accordance with professional standards and best practice

6.5 Reviewing all T&D activities and materials to ensure they meet with relevant organisational and statutory requirements, including health and safety, employment and equality legislation.
- Ensuring that T&D resources and approaches are in compliance with legislative requirements.
- Scrutinising resources, activities and current practice to identify matters arising that may be discriminatory or in conflict with organisational values and standards or legislative requirements.
- Developing an awareness of potential risks and paying particular attention within those areas of the T&D function which require particular attention in relation to compliance requirements i.e. health & safety training, criteria for programme eligibility etc.

6.6 Developing standard operating procedures and templates for the delivery and administration of T&D
- Establishing uniform methods and standards of planning and organisation to enable the smooth operation of the T&D function.
- Putting in place appropriate administrative processes, systems, paperwork and procedures to assist in the delivery, evaluation and reporting of T&D activities.

6.7 Creating effective systems for managing and maintaining information on the system for reporting and records management on T&D within the organisation
- Putting in place 'fit for purpose' methods and systems to support and enable management reporting.
- Collecting and pulling together accurate data to assist with the measurement and evaluation of the outcomes and impact of T&D initiatives.
- Putting processes in place to enable measuring and reporting on return on investment (ROI).
- Establishing reporting tools to facilitate the ongoing evaluation of evidence based organisational outcomes from learning and development programmes.

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7. Managing the T&D budget

7.1 Planning T&D budgets and forecasting associated costs
- Overseeing the preparation of financial plans in partnership with the finance function of the organisation.
- Assessing the costs of training and training delivery and associated costs i.e. travel, subsistence, etc. in accordance with company policy.
- Determining realistic costs and allocating funds on the basis of projected activities as set out in the T&D operational plan.

7.2 Monitoring functional spend on a periodic and continual basis and taking remedial action as required when variances arise.
- Reviewing expenditure on a regular basis to monitor spend, addressing any queries and/or discrepancies as they arise.
- Checking spend against budget projections and reporting up on any significant variances.
- Making the case with senior management and finance for additional budget allocation should unforeseen circumstances arise i.e. additional training requirements.
- Engaging with finance to seek expert guidance and support on budgetary matters when required.
- Communicating on the status of spend against budget as required and taking any agreed action as may be required to curtail or increase spend in particular areas.

7.3 Making effective budgetary spend decisions on the basis of clearly identified organisational priorities
- Aligning spending in line with projected budgetary decisions.
- Monitoring and checking budget against operational plan.
- Seeking clarity from management when required to ensure clear alignment between spend and organisational priorities and requirements

7.4 Overseeing budget management activities in accordance with finance and procurement policy and procedures and best practice
- Seeking advice and guidance from finance to ensure budget management activities are in line with company policy and procedures.
- Engaging with procurement policy to ensure that engagement of external providers is carried out in accordance with requirements in this area.
- Liaising with colleagues, industry and professional organisations to engage on best practice approaches to minimising costs and optimising spend.
- Working with organisations to form arrangements such as alliances and group based approaches to purchasing T&D services in a cost effective manner.

7.5 Operating in an environment where decisions on budget spend are made on the basis of sound business decisions and value for money
- Continually endeavouring to achieve best value for money and cost effective approaches to spending decisions on an ongoing basis.
- Reviewing and engaging with providers on a periodic basis to assess, evaluate and if necessary re-negotiate costs.

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8. Undertaking T&D service delivery

8.1 Working with management on an ongoing basis to enable the full benefits of the investment in T&D to be realised
- Partnering senior and line management to promote and encourage engagement with T&D approaches, programmes, initiatives, activities and interventions.
- Working within the organisation to assist in the identification, delivery and communication of the value added contribution which T&D can make to the achievement of business goals.

8.2 Ensuring the effective delivery of T&D programmes within the organisation
- Overseeing the methods and approaches utilised in the delivery of training programmes.
- Ensuring training providers clearly understand the context and culture of the organisation together with organisational needs and can effectively enable the learning which is required.
- Engaging in opportunities for review and feedback with course providers, participants and line managers.
- Continually looking for ways to improve the manner in which T&D is provided.

8.3 Providing individual development interventions including coaching and mentoring
- Enabling individual employees to advance their own personal and professional development through coaching and mentoring.
- Supporting employees to feel comfortable and willing to engage with individual development interventions.
- Inspiring employees to identify and communicate the value and impact of personal development initiatives.
- Sourcing suitable coaches and mentor to challenge and support personal learning and growth

8.4 Facilitating leadership learning and development events and activities within the organisation
- Challenging organisational leaders to engage with the leadership development agenda.
- Supporting leaders to enable open discussions around challenges that they face in the leadership space.
- Enabling leaders in assessing their own strengths and development needs.
- Putting in place effective tools to measure and assess personal style and approaches.
- Providing coaching to leaders to provide feedback and encourage open conversations about individual development needs.
- Supporting leaders to feel open and willing to engage with leadership development interventions.
- Inspiring leaders to articulate the value and impact of leadership development initiatives.

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- Sourcing suitable facilitators to challenge and support senior leadership in the leadership space.

8.5 Assessing individual leadership capability to meet current and future organisational needs
This involves assessing individual leadership capability and abilities against current and future organisational requirements and overseeing the development and implementation of interventions to address capability gaps at team and individual levels.

- Putting in place tools, frameworks and approaches to identify and measure leadership capacity that are fit for purpose and appropriate to organisational requirements.
- Working with internal stakeholders to identify current and future leadership requirements.
- Developing a clear time focused plan for the delivery of measurable improvement to address gaps between current and future leadership requirements.
- Engaging and challenging senior management to understand and champion the rationale for leadership development interventions.
- Monitoring progress in the delivery of the leadership improvement plan. Identifying opportunities to seek ongoing engagement in addressing capability gaps.
- Taking action as required to re-direct or re-engage leadership in leadership activities as may be required.

8.6 Arranging for the purchase and maintenance of all necessary material resources to enable the delivery and measurement of T&D programmes and activities.

- Assessing the requirement for expenditure in relation to resources which may be required to enable effective delivery of training and development programmes and activities.
- Ascertaining where licences are required.
- Ensuring the resources are utilised to their full potential.
- Overseeing the upkeep and maintenance and upgrading of materials as and when required to ensure relevancy of resources and that they are "fit for purpose".
- Conducting regular reviews within industry and with professional associations to keep abreast of developments in this area.

8.7 Managing facilities to achieve efficient training attendance and delivery.

- Overseeing the upkeep and maintenance of internal training rooms.
- Assessing local options in the provision of training venues.
- Developing a clear policy in relation to the use of internal and external facilities that is "user friendly" and enables the effective and efficient organisation and delivery of training.

8.8 Developing and implementing policy and practice in place in the area of training support and administration

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- Putting in place policies and standard operational procedures in conjunction with internal stakeholders relation to the broad range of support, administrative and housekeeping functions within the T&D function including such areas as training leave, reimbursement of travel costs & subsistence etc. to enable a fair and consistent approach within the function.

9. Assessing & Evaluating T&D

9.1 Evaluating the delivery of T&D programmes, activities and events and carrying out follow-up action as may be necessary.
- Working with senior management to put in place metrics to assess and evaluate impact of the work of T&D within the context of individual and organisational performance.
- Monitoring and measure performance within the T&D area against these agreed measures.
- Communicating measures, deliverables and evaluation outcomes to senior management and taking any agreed actions as required.

9.2 Developing systems of evaluation to assist with undertaking an analysis of return on training investment
- Working with senior management to agree appropriate levels of evaluation appropriate to the organisation.
- Setting out appropriate methods and frameworks for measuring the impact of the investment in training on the organisation.
- Putting in place protocols around assessment and evaluation and for dealing with the outcomes of these.

9.3 Evaluating the impact and delivery of T&D programmes on an ongoing basis
- Creating a robust and effective reporting mechanism to evaluate the impact of T&D activities within the organisation.
- Monitoring, measuring and assessing all T&D activities and programmes and recording this information on a continuous basis.
- Putting in plate appropriate reporting tools and approaches to communicate this analysis to relevant stakeholders within the organisation on a regular and continuous basis.

9.4 Working with management to ensure thorough implementation and evaluation of T&D activities and programmes
- Partnering senior and line managers to embed a culture of training and development excellence within the organisation.
- Seeking ways to continually challenge the organisation to assess, measure and report on the impact of T&D against organisational performance to encourage ongoing engagement with T&D as an enabler to business performance.
- Putting in place incentives and recognition programmes to encourage ongoing and future engagement in T&D.

9.5 Assisting the organisation to identify new and innovative approaches in T&D to achieving organisational needs
- Acting as a learning partner to work actively with managers and individual employees to be open to non-traditional approaches to skills development.
- Facilitating pilot initiative to encourage engagement with new T&D initiatives.
- Facilitating connections across the organisation and the sharing of successful interventions.
- Providing demonstrations and briefings to groups and individuals on T&D best practice approaches.
- Engaging external speakers and professional contacts within industry and professional associations to engage with the organisation on contemporary approaches to T&D that may be of relevance to the organisation.

10. Overseeing own development as a T&D professional

10.1 Taking active ownership of one's own professional development
- Reviewing own personal development experiences, objectives and priorities
- Undertaking own planned formal and informal development experiences
- Reviewing , reflecting on and evaluating on learning in line with development objectives and impact on workplace performance
- Tracking and documenting learning outcomes achieved and their application in the work setting
- Seeking feedback and availing of mentoring and coaching opportunities to develop professional competence as a T&D professional
- Seeking opportunities to share learning within team and broader T&D networks

10.2 Acting as a role model for the T&D function
- Maintaining, updating and growing the knowledge and skills required for one's own professional role
- Developing a personal development plan which is linked to achievement of functional role objectives and career plans.
- Seeking actively to enhance one's own skills base and capabilities by engaging with CPD activities and professional networks.
- Pursuing opportunities to engage with internal and external networks to promote the benefit and value of T&D activities and programmes.

Role alignment to proposed T&D professional Competency Framework

Activity Descriptors (Level 1)	Senior management role involvement in activities as indicated	Functional management role involvement in activities as indicated below	Specialist T&D role involvement in activities as indicated below	Co-ordinator T&D role involvement in activities as indicated below
Undertaking Strategic Planning	Training & Development Director	Training & Development Manager		
Leading the T&D Function	Training & Development Director	Training & Development Manager	Training & Development Specialist	
Identifying organisational T&D needs	Training & Development Director	Training & Development Manager	Training & Development Specialist	
Planning within the T&D Function	Training & Development Director	Training & Development Manager	Training & Development Specialist	
Designing and Developing Training Programmes and Activities	Training & Development Director	Training & Development Manager	Training & Development Specialist	
Overseeing Quality Assurance Processes within the T&D Function	Training & Development Director	Training & Development Manager	Training & Development Specialist (some operational aspects)	Training & Development Co-ordinator (some operational aspects)
Managing the T&D	Training & Development	Training & Development	Training &	Training & Development

budget	Director	Manager	Development Specialist (some operational aspects)	Co-ordinator (some operational aspects)
Undertaking T&D Service Delivery	Training & Development Director	Training & Development Manager	Training & Development Specialist (some operational aspects)	Training & Development Co-ordinator (some operational aspects)
Assessing and Evaluating T&D	Training & Development Director	Training & Development Manager	Training & Development Specialist (some operational aspects)	Training & Development Co-ordinator (some operational aspects)
Overseeing own development as a T&D professional	Training & Development Director	Training & Development Manager	Training & Development Specialist	Training & Development Co-ordinator

How the Learning and Development Competency Framework will be Used:

The Competency Framework will be used for recruitment, performance management, development and talent management discussions. For instance using competencies in the performance review process can help to assess not only whether the individual has fulfilled their objectives but also which competencies they have demonstrated while doing so and which ones they need to work on.

Skilled and effective learning and development practitioners have a significant impact on organisation and individual improvement. The framework is designed so that pathways to progression can be easily identified and the core competencies desired across all levels of responsibility can be shared and understood.

Who is the Framework intended for?

The Learning and Development Competency Framework applies to every learning and development profession at all stages of their professional journey. It therefore has relevance to pre-entry, early career as well as experienced learning and development practitioners.

Strategic Objectives which the Framework Will Assist in Delivering for the Profession:

It is envisaged that the competency framework would become central to delivering for the profession:

- An agreed description of good practice using a consistent language and a means of raising the profile of the profession.

- A reference document acting as a basis for: Supporting the professional development of learning and development practitioners within organisations; Self-monitoring of professional development for learning and development practitioners; recruitment and selection; course design and accreditation for learning and development training.

- Basis for professional assessment: The framework can be used to inform role design, recruitment and selection procedures, assessment and development centres, performance management processes including annual performance review, 360-degree feedback and succession planning.

- Basis for CPD: As professionals develop into new roles and progress in their career development, the framework offers an opportunity to benchmark against new and unfamiliar areas to inform personal development, review and feedback, assessment, coaching, mentoring, qualification requirements and career choices

Specific Uses for the Individual Learning and Development Practitioners and their organisation, include:

- Providing information for learning and development professionals to support their on-going CPD, and identifying career development pathways across the span of the profession;
- The framework will assist learning and development professionals to identify where there are gaps in their knowledge and skills, recognise the value and transferability of experience and reflect on the kind of development activities that will help with their continuing professional development (CPD).
- This would include professional and occupational standards, and professional courses, programmes and qualifications offered through national colleges, other national associations, HE institutions and national and local providers.
- Providing information for educational establishments seeking to design/analyse job descriptions and person specifications for roles within the profession;
- Provides generic information on the profession reflecting the increasing diversity within the profession;
- Supporting the development of succession planning which is necessary to ensure continuity within the profession, by supporting the development of expertise, experience and strategic learning and development potential.

Methodology

Primary and secondary research was carried out from during 2016, to identify the different factors, or competencies, which are important in the Learning and Development profession as it operates in Ireland. Although developed in the Irish context it was anticipated that the global nature of the framework allows for application across other EU contexts.

1. A review of secondary evidence sources - A focused literature review was carried out to inform the development and testing of the Competency Framework. The aim of the review was to identify the characteristics, skills, resources, and additional contextual factors that are important in the Learning and Development profession. The review drew on a range of material, including

both published and unpublished reports; personal communications, academic papers, reports and web-based tools.

2. The results of the literature review were reviewed to produce a draft competency model which comprised of an initial 'long list' of competencies which were categorised into groupings. These competencies could theoretically apply to any role within the profession and within any organisational/ individual context regardless of size or type ensuring the universial applicability of the Competency Framework to the Learning and Development profession.

3. The draft model summarised the factors identified by the research to date, and a tiered system/categorisation of headline, supporting and collateral competencies was proposed.

4. The subsequent qualitative stage of the project tested the Competency Framework Model to identify which competencies are representative of the Learning and Development Profession- (in depth discussion and interviews with subject matter expertise related to IITD) to test the initial framework;

5. A quantitative survey to develop an understanding of the representation, robustness and ease of use of the Competency Framework which captured feedback from those who trialled the survey.

6. Producing a finalised Competency Framework.

Consultation and Trialling of the Framework:

Consultation and trialling of the Learning and Development Profession Competency Framework was conducted via an electronically platformed survey and direct feedback via telephone from subject matter experts. Following an initial draft of the framework four subject matter experts were engaged in a meeting to discuss the framework in detail followed by telephone interview on their views of the proposed framework. This grouping made minor changes to the framework (expansion on items under sub-categories, order of presentation of items) and sub-categories but highlighted the need for a behavioural focus to the framework. It was agreed by this subject matter group to issue the framework to trial phase in order to gather a range of views on the framework itself. Fifteen learning and development professionals engaged in the trialling of the framework ranging from a training administrators to L&D Mangers to L&D/ OD consultants, therefore the trialling cohort was representative of the professional span which the framework would need to cover. Detailed below is the specific feedback (collected via an online survey built around the structure of the framework and employing a COMPROCOM partner agreed collection model) relating to the trialling of the framework. Each participant assessed their own competency using

the framework for which detail is given on the specific knowledge, skills and experience they would further like to develop in light of the framework competencies (*itemised under each section*).

Specific Detail on Survey Consultation with Subject Matter Experts and Those who Trialled the Survey:

Fifteen respondents engaged with the Comprocom Profession competency Survey undertaken in January 2017. The respondent group comprised 80% female and 20% male and encompassed a range of age groupings from 30 to 65 with close to 50% falling into the 50-60 years category. Over 70% of survey participants held the qualification of Masters (Level 9). The average number of years respondents had worked in the training and development profession was 14 years. The roles which respondents held were wide and varied ranging from Head of HR to Administrator; 27% of respondents held generalist roles, 33% held specialist roles and 40% of respondents held roles which included both generalist and specialist elements.

Close to three quarters of respondents worked in organisations which employed in excess of 250 employees. 40% of respondents were employed in education/training organisations with the remaining participants employed in manufacturing, engineering, financial services and government based organisations. 93% of the respondent group held qualifications in training and development.

Outcomes/ Feedback from Consultation with Subject Matter Experts:

Section 1 – Undertaking Strategic Planning

85% of respondents agreed that Section 1 Undertaking Strategic Planning as presented in the Comprocom Competency Framework was an essential activity with the remaining 15% in agreement that it was important. Three quarters of survey participants agreed that the importance of this activity would increase while the remaining proportion considered that the importance of this activity would remain the same. 46% of those surveyed agreed that they were proficient in this area while 23% considered that they were expert in this activity. The remaining 23% of respondents confirmed that they were basically competent with one respondent advising that they were beginning to explore this area of strategic planning activities. A significant 85% of those surveyed agreed that their level of ability in the area of strategic planning would need to increase.

On being invited to identify those areas where it would be useful to gain further knowledge, skills and experience, there were a number of aspects identified including:

- Strategic thinking
- Communicating and advocating the talent management imperative
- Setting the strategic vision
- Strategic planning in line with business needs
- Organisational capability building
- Developing competency frameworks that area aligned with business needs

When asked how easy the description describing strategic planning activities was to understand, 62% of respondents agreed that this section of the framework was extremely easy with the remaining 38% confirming that it was moderately easy to understand. One respondent suggested that the framework could be less 'wordy' and suggested that point 1.2 and 1.6 could be combined. A second respondent suggested that 1.3- 1.6 could be reviewed and combined.

85% of survey participants agreed that the description provided a good summary of what someone needs to be able to do in order to be effective in the area of strategic planning. 15% of survey participants disagreed that the description provided a good summary of the activities in this area. One respondent suggested that the title learning and development should be used instead of training to make it more reflective of the broad scope of activities. A number of respondents suggested that the document reads a little operationally and should address what is happening external to the organisation and that it could build the strategic elements more than it does currently. The suggestion was also made that the structures of the organisation as referenced in the framework should refer to divisional and/or business heads instead of line managers.

When invited to comment as to whether there was anything missing, wrong or out of date, the proposal was made that the framework should refer to medium term planning and the need to reference behavioural skills including communications and influencing skills as required to achieve 'buy in'. The comment was also made of the need to highlight an inclusive and connected approach to strategic planning within the organisation and to clearly highlight ownership at line management level. The suggestion was also made of the opportunity to link changing trends as to how people will work in the future and its impact on T&D/L&D. The need to review and future proof this area was also highlighted as well as the need to identify the requirements for a global and regional operational plan as well as a local one.

80% of respondents agreed that they did not have a problem applying this work to their area, while a further 10% respondents identifying that they do not work in this area and the remaining 10% agreeing that the description could be written in a more relevant and usable manner.

Section 2 – Leading the T&D Function

Respondents were invited to comment as to whether the activities included within the Comprocom framework in the section titled leading the T&D function were important and relevant. 75% of survey participants agreed that these activities were essential while the remaining 25% agreed that these activities were important. 67% of those who completed the survey agreed that the importance of the areas listed within this section would increase while the remaining 33% agreed that it would remain the same. 42% of survey respondents identified that they were proficient in the area of leading the T&D function while 25% stated that they were expert in these activities with the remaining 25% noting that they were basically competent in this area. 75% of respondents agreed that their level of ability would need to increase in the future while 25% agreed that remaining at the same level was appropriate for their needs.

When invited to comment as to whether it would be useful to gain further knowledge, experience and skills in this area, the following areas were referenced:

- Promotion of L&D within the organisation
- Building expertise in new ideas and training methodology to engage, create a cultural shift and manage diversity

All respondents agreed that the descriptions within this section in relation to leading the T&D function were extremely easy to understand. The suggestion was made that further clarity should be provided on titles as to whether L&D managers were being referenced or managers within the broader organisation. A further comment was made in relation providing more clarity in section 2.1. 82% of respondents agreed that the description in Leading the T&D function provided a good summary of what a post holder needs to be able to do in order to be effective in this area, with the remaining 18% agreeing that this section provided an inadequate summary of what is needed to be effective in leading the T&D function. The suggestion was made that the description needs to refer to cost and operational efficiencies and stakeholder management. A comment was also made that this section should also refer to influencing upwards to the level of Senior Management. The proposal was also made that this section should include in section 2.3 the need to communicate the benefits of T&D to managers across the organisation in order to inspire and encourage managers. Again the comment was made that the framework did not

refer to knowledge or behaviours. Finally, a suggestion was made that this description should include the following action

> "Motivating, engaging and delegating. Agreeing clear performance goals and or Business plans for the L&L function. Ensuring these align with overall Business plans. Measuring effectiveness of service provided by the L&D function".

The comment was made that this description should be reviewed and redrafted in alignment with the strategic planning cycle.   91% of respondents to the survey agreed that they did not have a problem applying this area of the framework to their work, the remaining 9% of respondents do not currently work in the area of leading the T&D function.

Section 3 – Identifying organisational and individual T&D needs

91% of respondents agreed that section 3 of the Comprocom Profession Competency Framework which encompasses the area of identifying organisational and individual T&D needs is essential to the T&D function, with the remaining 9% agreeing that it is an important aspect of the function. Close to half of survey participants agreed that this area would grow in importance and that they would need to grow their abilities in line with this increase. The remaining half of participants agreed that this area of identifying organisational and individual T&D needs would stay about the same in terms of its level of importance. 36% of those who completed the survey agreed that they were expert in this area with 45% agreeing that they were proficient, the remaining declared that they were basically competent reflecting the level of the position currently held within T&D office structures.

In identifying areas where it would be beneficial to gain further knowledge, skills and experience, the following suggestions were made:

- Diversity, succession planning and talent management
- New approaches to identifying needs and engaging internal stakeholders and job family design

73% of respondents agreed that the descriptions within this section which described identifying organisational and individual T&D needs were extremely easy to understand with the remaining 27% agreeing that it was moderately easy to understand.

All respondents agreed that this description provided a good summary of the activities involved in order to be effective.   A number of additions were suggested to this description including linking T&D to organisational initiatives including talent management, organisational design and change initiatives. A

further proposal highlighted the requirement to prioritise learning within training needs analysis and to agree this with line management in alignment with business plans. There was no area within this description that was considered would be out of date in the next 5-10 years. 90% of respondents agreed that they had no difficulty applying this description to their work, with the remaining 9% indicating that they had a problem applying this as the description could be written in a more relevant and usable manner.

Section 4 – Planning within the T&D function

73% of respondents agreed that the activities described in this fourth section which describes activities involved in planning within the T&D function were essential and would increase in importance with the remaining 27% agreeing that these activities were important and would remain at the same level of importance. 82% of respondents indicated that they were proficient in this area with the remaining 18% indicating that they had a basic competence in carrying out the activities within this section description. 73% of survey participants indicated that their level of ability in this area would need to increase while the remaining 27% indicated that their current level of ability was sufficient.

In identifying aspects where it would be useful to gain further knowledge, skills and experience the following areas were identified:

- Marketplace analysis
- Reflective practice and experiential learning within the T&D professional community
- Resource planning within the team
- Leveraging new technologies
- Budgetary management and return on investment analysis

82% of respondents agreed that this description was extremely easy to understand with the remaining 18% indicating that it was moderately easy to understand. 91% of participants to the survey agreed that the description provides a good summary of what someone needs to do in order to be effective in relation to planning within the T&D function. The suggestion was made that the description should highlight the importance of the team understanding various elements including the business, the market and current/future capability requirements and imparting key trends and developments and their potential impact within the business. The proposal was also made that team planning be also included in the

description. All respondents agreed that they did not have any problem applying this section of the competency framework to their work.

Section 5 - Designing and Developing training programmes and activities

70% of respondents to the survey agreed that the activities as described in this section detailing those activities involved with designing and developing training programmes and activities were essential with the remaining 30% agreeing that they were important. While half of respondents considered that the importance of this area would increase, the remaining half of respondents agreed that the significance of this area would remain the same. 40% of respondents considered that they were expert in this area, 40% considered that they were proficient while the remaining 20% agreed that they were basically competent. 60% of respondents agreed that their level of ability in this area would need to increase, while the remaining 40% considered that their level of ability would not need to change.

In response to the question which invited respondents to indicate where it would be useful to gain further knowledge, skills and experience, the following areas were proposed:

- New design methods and benchmarking these methods
- The management of external providers
- Develop further knowledge in the area of digital and e-learning and its application within business

All respondents agreed that this description was extremely easy to understand and that it gave a good summary of what someone needs to be able to do in order to be effective in designing and developing training programmes and activities. The comment was also made that programmes and activities and plans be reviewed to ensure they continue to meet organisational and learning objectives. A comment which was made on a several occasions in feedback to earlier sections within the survey was re-iterated that the competency framework made no reference to knowledge or behaviours. All survey participants agreed that they did not have a problem applying this area to their work and that the description provided a good summary of what someone needs to be able to do to be effective in designing and developing training programmes and activities.

Section 6 - Overseeing quality assurance processes within the T&D function

67% of respondents agreed that Section 6 detailing those activities involved in overseeing quality assurance processes within the T&D function were essential while the remaining 33% agreed that these

activities were important. 56% of participants indicated that the importance of the areas listed would grow while the remaining 44% agreed that the importance of these areas would not increase. 22% of respondents agreed that they were expert in this area, with 44% indicating that they were proficient and the remaining 33% recording that they were basically competent in this area. Two thirds of respondents confirmed that their level of ability in this area would need to increase with the remaining one third indicating that their level of ability would not need to change. In identifying aspects within this area where it would be useful to gain further knowledge, skills and experience, the following was proposed

- Evaluation techniques
- Quality and training activity standards relevant at a sectorial level

89% of respondents agreed that the description was very easy to understand while the remaining 11% indicated that it was moderately easy. All respondents indicated that the description provided a good summary of what someone needs to be able to do to be effective in overseeing quality assurance processes within the T&D function. In identifying gaps in the description, the suggestion was made that knowledge management, learning transfer, continuous improvement, data protection, performance metrics/dashboard be included. All respondents indicated that they did not experience a problem applying the description to their work.

Section 7- Managing the T&D budget

78% of respondents agreed that the description provided in the section 7 of the Comprocom Profession Competency framework relating to managing the T&D budget was essential with the remaining 22% agreeing that it was important. Two thirds of those who completed the survey agreed that this area would increase in importance with the remaining one third indicating that it would stay the same. Two thirds of respondents confirmed that they were proficient in this area with the remaining number being expert (11%) or basically competent (22.22%). 88% of those who completed the survey agreed that their ability in this area would need to increase while 12% indicated that it would not need to change.

In identifying areas requiring further development, the following were identified:

- Negotiating skills and procurement procedures
- ROI

78% of respondents indicated that the description was extremely easy to understand while the remaining 22% indicated that it was moderately easy. All respondents agreed that the description gave a good summary of what someone needs to be able to do in order to be effective in relation to managing the T&D budget and all agreed that they did not have any difficulty in applying this description to their work.

Section 8- Undertaking T&D service delivery

Two thirds of respondents agreed that undertaking T&D service delivery was an essential activity that would remain at the same level of importance with the remaining one third agreeing that it was an important activity that would increase in importance. 44% of respondents indicated that they were expert in this area with a further 44% of respondents noting their proficiency in this work. 50% of respondents noted that their level of ability in this area would need to improve with the remaining 50% of survey participants indicating that they did not see a need to increase their level of ability in this area. In identifying areas of development the following were proposed:

- Team coaching and approaches to leadership development
- Emerging methodologies and IT

89% of respondents agreed that this section was extremely easy to understand while the remaining 11% noted that it was slightly easy to comprehend. 88% of survey participants also confirmed that the description relating to undertaking T&D service delivery within the Comprocom Profession Competency framework provided a good summary of what someone needs to be able to do in order to be effective in this area, while the remaining 12% disagreed that this was the case. The suggestion was made that points 8.3-8.5 be reviewed and replaced within the description encompassing Leadership Development. A proposal was also made that the description should incorporate the requirement for all individuals and managers to understand the cost of training and that consideration be given to cost implications for the organisation of non-attendance at training activities and programmes. The requirement to consider the future proofing of services to ensure that resources can meet delivery requirements/plan was also suggested. In response to being asked to identify any activity which may become obsolete in the next 5-10 years, it was suggested that as self-directed learning increases and instructor led classroom learning decreases there may be less of a logistical, coordinating role for the T&D function. 89% of survey participants agreed that they did not have any problem in applying this description to their work in relation

to undertaking T&D service delivery with the remaining 11% recording that they had a problem in applying the description as set out and that this could be written in a more relevant and useable manner.

Section 9- Assessing & Evaluating T&D

67% of respondents to the survey agreed that the description as set out in section 9 which describes the actions involved in assessing and evaluating T&D were essential, 22% agreed that this description was important with the remaining 11% noting that these activities as set out were useful but not that important. Two thirds of participants agreed that the activities involved in assessing and evaluating T&D would increase in importance with the remaining one third recording that in their opinion, this area would remain the same in terms of its level of importance. 11% of those surveyed agreed that they were expert in this area with the remaining number being equally split in terms of being proficient and being basically competent. 89% of respondents agreed that their level of ability in this area would need to increase while the remaining 11% stated that their level of ability would need to remain at the same level.

When invited to identify areas where it would be useful for respondents to gain further knowledge, skills and experience, the following responses were given:

- General evaluation of T&D
- ROI – Presenting a case for the L&D value to senior management
- Considering ways to determine how ROI fits with Return on Expectations (ROE)

Two thirds of participants agreed that the survey was extremely easy to understand with the remaining one third confirming that it was moderately easy. The suggestion was made that section 9.2 be re-phrased to assist in providing further clarity. All respondents agreed that the description in this section of the competency framework provided a good summary of what someone needs to be able to do to be effective in this area. The suggestion was made that the description should highlight the importance of evaluating behavioural and organisational changes as a result of T&D and this should be reflected by the analysis of the effectiveness of T&D activities. All those who completed the survey agreed that they did not have any difficulty in applying the activities as set out in this description to their work in relation to assessing and evaluating the value and effectiveness of T&D activities.

Section 10 - Overseeing own development as a T&D professional

89% of respondents agreed that the activities as set out in the description within section 10 of the Comprocom Profession Competency Framework was essential and would increase in its importance with the remaining 11% noting that it was important and that in their opinion this would remain about the same in the future. 78% of respondents agreed that they were proficient in this area with the remaining 22% indicating that they were expert in overseeing their own development as a T&D professional. 86% of those who completed the survey recorded that their level of ability in this area would need to increase with the remaining 14% noting that their level of ability would not require any change.

In response to the question which invited respondents to indicate where it would be useful for them to gain further knowledge, skills and experience, the following answers were provided:

- Networking, mentoring within the T&D profession
- Time management
- Technology and digital learning
- Coaching

All those who completed the survey agreed that it was extremely easy to understand and that the description provided a good summary of what someone needs to do in overseeing one's own development as a T&D professional. All respondents also confirmed that they did not have any problem in applying this aspect of the competency framework to their own work.

Rating of Framework Provided by Survey Participants

Respondents were invited to rate the Comprocom Competency framework as a representation of those competencies relevant to the T&D profession as well as its ease of use. **The average score for the relevance of the competency framework to the T&D profession was 4.22/5 while the average score for the ease of use of the framework was 4.11/5.**

Main Finding:

It was found that learning and development practitioners embraced the concept of the Profession Competency Framework as a key reference for a common and consistent language and approach to the profession based on common professional values and beliefs inherent in the profession as opposed to the organisations in which those who work in the profession reside.

Matters Arising and Conclusions

There was a high level of endorsement of the overall representation of the framework and individual competency sub-categories of the framework as detailed above. The ease of use and applicability of the competencies presented in the framework were received positively. An overriding matter arising was the applicability of a global/ universal competency framework for the Learning and Development Profession. There was an expressed desire for a translation to context and behavioural attributes which was counter to the universal approach. It was discerned that the span of the Learning and Development Profession posed a challenge to the development of a competency framework at a universal level in that the profession spans from operational to strategic with a variety of combinations in between. The application of a universal competency framework model therefore may have been most challenged when applied to such a professional context as opposed to a more concisely spanned profession of for example Engineers, Quality, Legal professions.

The current focus is on the finalisation of the Comprocom Profession Competency Framework, inclusive of the consultation and trial feedback, and broad dissemination of the framework in a format that engages key stakeholders in the use of the framework to optimise achievement of the objectives outlined for the Learning and Development Competency Framework in this report.

Final Competency Framework for Learning & Development Professionals- Ireland

Introduction

The competency framework was developed as part of an EU funded project employing a systematic methodology which was utilised across the COMPROCOM project partners. Following a development phase, in which the enclosed framework was consulted and piloted by a cohort of Learning and Development professionals, the finalised framework was established. During consultation and piloting of the Framework there was a call from users to represent the behaviour and individual skill profile required within the framework which is counter to the overall aim of the project i.e. to create a universal competency framework for the profession which is applicable across contexts and roles. The span of the Learning and Development Profession from operational to strategic roles posed a challenge for the application of the COMPROCOM framework. These challenges were overcome with a dual focus on having a universal framework and a more specific application of the framework in practice.

The following Competency Framework for Learning and Development Professionals in Ireland contains ten separate sections, all of which carry equal weighting across the profession. The operational use of this universal competency framework for the Learning and Development profession may be employed on an assigned weighted basis given a particular context or role. Each section is then broken down into sub-sections which describes the professional attributes, knowledge and understanding that the learning and development professional is expected to exhibit in order to effectively deliver against the section. The final element of the competency framework is a table which describes how the professional attributes, knowledge and understanding of the learning and development professional manifest themselves in different role levels. It is recognised that all learning and professions will not necessarily fit neatly into one level and that the scope of their existing role may span across the different levels impacting the relevance of the competencies within the framework.

This framework was designed in the context of a fairly large organisation with an L&D organisational structure which includes a strategic management role, operations management role, specialist L&D (non-managerial/leadership) role and L&D co-ordinator/administrative function. This approach was taken to assist in the clear identification of those competencies as relevant to four separate roles – these being i)strategic, ii) managerial, iii) operational and iv) administrative in nature.

Where an organisational structure differs from the one presented, it is intended that the post holders will assume the relevant competencies as applicable to their role, whether it be a strategic, managerial, operational or administrative role or a combination of a number of these. It is accepted that this will inevitably create a situation in smaller L&D functions where a role crosses over more than one of the functional roles as indicated below.

Core Professional Competencies

1. Undertaking Strategic Planning.
2. Leading the Learning & Development function.
3. Identifying organisational and individual Learning & Development needs.
4. Planning within the Learning & Development function.
5. Designing & developing learning programmes and activities.
6. Overseeing quality assurance processes within the Learning & Development function.
7. Managing the Learning & Development budget.
8. Undertaking Learning & Development service delivery.
9. Assessing & Evaluating Learning & Development.
10. Overseeing own development as a Learning & Development professional.

1. Undertaking Strategic Planning

1.1 Providing strategic direction for Learning and Development activities within the organisation through external horizon scanning and benchmarking.

- Identifying the core aspects of the organisational strategy which will provide direction for L&D with reference to local, nation and global plans as relevant to the specific L&D context.
- Conducting a national/international benchmarking exercise giving appropriate reference to comparator and competitor sectors/industries.
- Isolate emerging trends in relation to L&D function focus, approach and activity.
- Engagement with internal and external expertise in the creation appropriate L&D strategies.
- Communicating and influencing how L&D can deliver to achieve the strategic direction of the organisation.

1.2 Develop Learning and Development strategies with Divisional/Business unit Heads by assessing the capability and capacity of the organisation to deliver on future challenges and opportunities using appropriate tools and audits to identify and plan to address gaps with reference to future skill needs.

- Undertaking an internal SWOT review to identify the organisation's development needs.
- Performing an external PESTEL analysis to ascertain the impact with environmental factors will have on the organisation.
- Carrying out and an audit of organisational skills requirements to ascertain learning needs and requirements.
- Assessing organisational needs for data in relation to skills capability and skills deficits, specifying what information is required within the organisation and identifying a suitable method and procedure for effectively capturing this information.
- Collating and presenting data setting out gaps and requirements to meet organisational needs.

1.3 Developing Learning and Development strategies with Divisional/Business unit Heads by considering short and long-term staff requirements.
- Working with line management to develop unit based learning needs analysis.
- Reviewing the current status of L&D activities for staff within the unit setting out learning requirements for the short (12 months) and long term (3-5 years).

1.4 Developing local operational and medium term plans within the Learning and Development function to meet Learning and Development needs as identified by the organisational strategic plan.

- Building shared ownership of L&D strategy and interventions at local level within the organisation.
- Making a realistic operational plan which is specific and time focused to enable delivery of L&D needs.

1.5 Translating organisational requirements into clear and specific Learning and Development needs
- Identifying and instilling what skills, knowledge, capability and capacity improvements need to be made.
- Putting together a clear plan which specifies identified learning needs and how these needs will be addressed.

2. Leading the Learning and Development Function

2.1 Leading and managing the learning team providing supervision, coaching, guidance and mentoring with the strategic context of the organisation.

- Promoting the activities of the L&D team within the organisation with specific constructive influence on Senior Management to champion L&D function strategies.
- Developing the work *team* and individual employee skills and capabilities.
- Overseeing the organisation and delivery of work within the L&D area with the budgetary allocation to the L&D Function or stakeholder budget.
- Overseeing and reporting on the operational costs in running the L&D Function while ensuring return on investment and effectiveness of activity.
- Providing direction and oversight of approach to carrying out role to individual team members.
- Build expertise in innovative learning methodologies to enhance organisational engagement in L&D activity.
- Evaluating and managing individual and team performance.
- Providing effective guidance, feedback, support, coaching, mentoring and learning.

2.2 Promoting an open knowledge-sharing environment that builds skills and service for the benefit of the organisation.

- Sharing information with others and facilitating the *open* exchange of information and ideas and knowledge.
- Manage diversity and promote cultural change through monitoring and responding to current trends of engagement with L&D activity.
- B*uilding a collaborative work environment which promotes the communication of knowledge* with others by networking, attending meetings, participating in committee work and providing briefings.

2.3 Inspiring and encouraging managers and colleagues to develop a proactive and engaged focused approach to staff development.

- Motivating and delegating L&D intervention and activity championing to others within the organisation, agreeing clear goals and connection with the overall L&D strategic and operational plans.

- Coaching managers and colleagues to ensure they are engaged with L&D activities and processes and can articulate the clear and measurable benefits to the organisation, unit and individual.
- Educating managers and colleagues as to the full range of L&D resources, activities, programmes and events which are available within the organisation.
- Dissemination of L&D activity outcomes and link to achievement of organisation performance.

2.4   Enabling strong and effective leadership across the organisation to enable delivery of the organisation's strategic plan

- Identifying and sourcing interventions to ensure that leaders and their successors have the appropriate capability to enable the achievement of identified current and future organisational goals.

3. Identifying organisational and individual Learning & Development needs

3.1 Enabling the analysis of learning needs within the organisation
This involves developing a systems approach to the identification and determination of learning needs for individuals, functional units/teams and the organisation as a whole.

- Instil an integrated and activity connected approach to L&D across all organisation systems to assist the informing of decision making in relation to human resources, talent acquisition and development, business response strategies, change management strategy and organisation design.
- Considering and analysing the information arising from the strategic and operational planning process and the outcomes of the performance review system to set out learning needs.
- Planning and delivering implementation of an organised and systematic approach to learning needs analysis (LNA), identifying and establishing clear operational and administrative procedures for identifying, recording and communicating on the outcomes of the LNA.

3.2 Engaging internally to ensure the approach to learning needs analysis supports the overall human resources strategy

- Supporting colleagues to engage with the identification of L&D needs.
- Enabling colleagues to feel comfortable and willing to openly discuss their development needs.
- Working with colleagues within HR and L&D to ensure alignment between overall HR strategy and L&D planning and to ensure that appropriate employee supports are in place to enable delivery of L&D within the organisation.
- Establish and engage organisation stakeholders in planned succession planning and talent management to ensure a continuous pipeline of human resource with the necessary skills and approach to fulfill future organisation needs.

3.3 Working collaboratively with Divisional/Business unit Heads in analysing learning needs within their functional areas.
- Coaching and supporting Divisional/Business unit Heads to ensure agreed approaches used in determining learning requirements are consistently applied in accordance with organisational wide approach.
- Ensuring Divisional/Business unit Heads are clear as to their role and responsibilities in relation to identifying learning requirements and supporting staff to develop and grow both personally and professionally to deliver upon the performance goals of the organisation.

3.4 Identifying changing organisational requirements and the impact of these in terms of learning needs

- Assessing internal and external drivers which will influence future skills and capability requirements.
- Making a realistic determination of changing trends in relation to future learning needs and communicating these findings to senior management.
- Working with management to assess the influence of emerging trends on the organisation and creating a plan to address how the organisation wishes to respond to the changing external context.

3.5 Taking a fair and objective approach to learning needs analysis providing equal access to all staff

- Putting in place procedures which are nondiscriminatory and unbiased and fair to all.
- Building commitment to the needs for a diverse workforce from senior management and communicating this through the dissemination of a clear values statement to all staff.
- Auditing current practice to assess fit with organisational values.
- Benchmarking current procedures against equality standards and best practice norms.
- Raising awareness of equality and fairness in all aspects of the human resource interface within the organisation through initiatives such as unconscious bias learning, recruitment and selection learning etc.

3.6 Considering opportunities to address learning requirements for under-represented groups

- Using L&D events and activities to educate management and staff as to the needs of those groups that are currently in a minority within the organisation.
- Coaching managers to support and encourage the integration and full contribution of under-represented groups throughout the organisation.
- Taking account of cultural background on skill and capability assessments and learning requirements and addressing needs in this area through the initiation of new approaches and methods to assessment, design and delivery of learning interventions.
- Monitoring Learning and development approaches and outcomes for equality and diversity trends.

4. Planning within the L&D function

4.1 Planning an L&D infrastructure to accomplish the organisation's goals.

- Developing learning solutions through the application of best practice, innovation and results orientation.
- Developing a resource map within the L&D Function to meet L&D delivery commitments which takes account of team working and cross functional membership of L&D colleagues.
- Leveraging new technologies and advances in L&D methodologies to support the L&D function's deliverables.
- Creating a development infrastructure (inclusive of IT infrastructure) within the organisation to deliver a clear, systematic and structured approach to achieve organisational objectives.
- Engage in external organisational benchmarking and L&D reflection on approach and practices within the broader L&D professional community.

4.2 Ensuring that both financial and resource commitment and organisational "buy-in" is in place to enable delivery of the L&D plan.

- Determining the financial cost of proposed L&D proposals.
- Making a realistic assessment of the working time which will be spent on L&D activities on the basis of projected plan.
- Collaborating with senior management to assess level of resource and support available to enable and support the plan.
- Evaluating the plan in terms of co-operation and engagement demonstrated by senior management.
- Taking action as may be required to challenge levels of engagement.
- Engaging with senior management as required to ensure that commitment by this group to the L&D plan is clearly communicated throughout the organisation.

4.3 Determining learning priorities and plan a 12 month rolling cycle to create a L&D calendar of events and activities

- Identifying a schedule detailing programmes, events and activities in order of importance to the needs of the organisation and in accordance with resourcing and scheduling plans.
- Using annual operations work cycle to shape and plan an annual L&D schedule which is fit-for purpose, user friendly, achievable and impactful in organisational terms.

4.4 Supporting line management to incorporate and promote a culture of learning, L&D within the organisation

- Working with line management to determine, establish and communicate the value of a learning environment.
- Creating awareness of the benefits and impact of L&D for individuals, teams and the achievement of organisational goals.
- Acting as a learning partner to progress an ethos of capability development at an individual and organisational level.

4.5 Reviewing the marketplace and engaging with professional associations to maintain an understanding and insight into current approaches within L&D

- Exploring approaches in industry and within professional organisations to identify contemporary learning methodologies and review their impact.
- Bringing new ideas and advances in approaches in L&D back to the benefit of the organisation.
- Connecting with L&D colleagues internally and externally to identify and engage with new ideas and approaches to developing a learning culture.

5. Designing & Developing Learning Programmes and Activities

5.1 Developing a comprehensive portfolio of L&D programmes and activities that meet the skills gaps identified through the learning needs assessment.

- Supporting programme design personnel (both in-house and through external providers) to develop L&D interventions that clearly address learning and business needs.
- Critically inform and improve the design and approach to designing L&D programmes and interventions.
- Managing external provider relationships to leverage optimal benefit and cost control for the organisation.
- Working with subject matter experts to plan and devise programmes, activities and events that are appropriate to the internal audience and are fit for purpose in addressing organisational requirements.
- Reviewing L&D programme offerings to ensure they continue to meet the needs of the organisation.

5.2 Planning and delivering bespoke learning courses internally to deliver on organisational specific L&D requirements.

- Collaborating with Divisional/Business unit Heads and subject matter experts to develop approaches to putting organisational specific programmes in place which address distinctive needs as identified.
- Securing innovative supporting tools to support the delivery of impactful learning experiences which deliver individual, team, business unit and/or organisational effectiveness.

5.3 Identifying external learning and accreditation bodies and providers to deliver required learning to appropriate standards.

- Identifying learning providers of good professional standing and engaging their services to deliver programmes internally.
- Advising internal stakeholders of external quality focused expertise in specific areas which can add value to the organisation.

5.4 Selecting and managing external learning and accreditation bodies and providers in accordance with organisational policy and procedures.

- Identifying suitable external learning providers and accreditation bodies on the basis of a structured approach in accordance with organisational procurement policy.
- Assessing external providers on the basis of clear evidence based criteria.
- Working with external accreditation learning providers and bodies to monitor service delivery and provide evidence based feedback to assess compliance with organisational requirements.

5.5 Promoting innovative approaches to learning design including the application of new technologies i.e. e-learning, learning apps, etc.

- Leading and encouraging advancements in developing a technologically innovative learning culture through engagement with IT providers.
- Advising managers and colleagues of the benefits of innovative technological approaches to L&D.
- Sharing knowledge and expertise with others in the organisation to support ongoing engagement with new technologies in L&D.
- Optimising the use of digital and e-learning solutions in application to business needs.

5.6 Drawing up and developing learning materials, documents and manuals

- Putting resources for the delivery of learning together in an organised and coherent way to best address the needs of participants.
- Assessing and evaluating materials and resources to ensure that they are relevant, current, "fit for purpose" and optimise the achievement of learning objectives.

6. Overseeing Quality Assurance Processes within the L&D Function

6.1 Co-ordinating all L&D activities into a coherent system to support organisational requirements and the promotion of a learning and development culture.

- ◆ Coordinating activities in a comprehensive, straightforward and unified way.
- ◆ Fostering a performance culture though ongoing engagement with line management.
- ◆ Establishing and operationalising with Divisional/ Business Unit Heads knowledge management approaches to harvest and capture role and organisational knowledge to the benefit of the organisation.
- ◆ Supporting Divisional/Business unit Heads and staff in achieving their personal and professional goals.
- ◆ Facilitating and encouraging on-going conversations to ensure that all staff are conversant with the key organisational values and goals which are being achieved through delivery of the operational plan.
- ◆ Fostering an environment which facilitates transfer or learning and adaptability.
- ◆ Encouraging engagement amongst managers and staff in all L&D activities.

6.2 Reviewing all L&D programmes and activities to ensure organisational 'fitness for purpose'.
This involves carrying out a periodic and regular review of the work of the L&D function to assess effectiveness and adequacy through internal and internal review and evaluation i.e. staff feedback and evaluation, internal surveys, site visits etc.

- ◆ Developing a clear plan and approach for evaluating the effectiveness of L&D programmes and their impact on individual and organisational performance.
- ◆ Analysing data including feedback on delivery of learning objectives from line management and employees (in line with data protection laws) to support review and evaluation of the value of different aspects of the L&D programme
- ◆ Apply quality and training activity standards relevant to the sector/industry to bring about a continuous improvement cycle.

6.3 Overseeing the management of course accreditation processes.

- ◆ Overseeing and working with internal and external partners to assess L&D programme offerings against the standards of accrediting bodies.
- ◆ Driving the process of continuous improvement processes to seek to attain the standards set by external agencies where these are seen as appropriate to the business.

- Leading the implementation of standards within programme offerings where this is identified as beneficial to the attainment of individual and business goals.

6.4 Ensuring effective performance of the L&D function and compliance with relevant policies and organisational requirements and professional best practice.

- Leading the implementation of the operational plan for the L&D function.
- Overseeing and encouraging high standards of performance within the area to enable delivery of L&D plans and a culture of continuous improvement.
- Communicating relevant policies to relevant stakeholders both internal and external to the organisation.
- Carrying out role and responsibilities in accordance with professional standards and best practice.

6.5 Reviewing all L&D activities and materials to ensure they meet with relevant organisational and statutory requirements, including health and safety, employment and equality legislation.

- Ensuring that L&D resources and approaches are in compliance with legislative requirements.
- Scrutinising resources, activities and current practice to identify matters arising that may be discriminatory or in conflict with organisational values and standards or legislative requirements.
- Developing an awareness of potential risks and paying particular attention within those areas of the L&D function which require particular attention in relation to compliance requirements i.e. health & safety learning, criteria for programme eligibility etc.

6.6 Developing standard operating procedures and templates for the delivery and administration of L&D.

- Establishing uniform methods and standards of planning and organisation to enable the smooth operation of the L&D function.
- Putting in place appropriate administrative processes, systems, paperwork and procedures to assist in the delivery, evaluation and reporting of L&D activities.
- Establishing and reporting of appropriate performance metrics/ dashboard in relation to L&D activity and overall performance.

6.7 Creating effective systems for managing and maintaining information on the system for reporting and records management on L&D within the organisation
- Putting in place 'fit for purpose' methods and systems to support and enable management reporting.
- Collecting and pulling together accurate data to assist with the measurement and evaluation of the outcomes and impact of L&D initiatives.
- Putting processes in place to enable measuring and reporting on return on investment (ROI).

◆ Establishing reporting tools to facilitate the ongoing evaluation of evidence based organisational outcomes from learning and development programmes.

7. Managing the Learning & Development Budget

7.1 Planning L&D budgets and forecasting associated costs
◆ Overseeing the preparation of financial plans in partnership with the finance function of the organisation.
◆ Assessing the costs of learning and learning delivery and associated costs i.e. travel, subsistence, etc. in accordance with company policy.
◆ Determining realistic costs and allocating funds on the basis of projected activities as set out in the L&D operational plan.
◆ Launching and managing procurement processes relating to L&D activity within budget to ensure the securing of learning and development services in a cost efficient manner.

7.2 Monitoring functional spend on a periodic and continual basis and taking remedial action as required when variances arise.
◆ Reviewing expenditure on a regular basis to monitor spend, addressing any queries and/or discrepancies as they arise.
◆ Checking spend against budget projections and reporting up on any significant variances.
◆ Making the case with senior management and finance for additional budget allocation should unforeseen circumstances arise i.e. additional learning requirements.
◆ Engaging with finance to seek expert guidance and support on budgetary matters when required.
◆ Communicating on the status of spend against budget as required and taking any agreed action as may be required to curtail or increase spend in particular areas.

7.3 Making effective budgetary spend decisions on the basis of clearly identified organisational priorities
◆ Aligning spending in line with projected budgetary decisions.
◆ Monitoring and checking budget against operational plan.
◆ Seeking clarity from management when required to ensure clear alignment between spend and organisational priorities and requirements.

7.4 Overseeing budget management activities in accordance with finance and procurement policy and procedures and best practice
◆ Seeking advice and guidance from finance to ensure budget management activities are in line with company policy and procedures.

- ◆ Engaging with procurement policy to ensure that engagement of external providers is carried out in accordance with requirements in this area.
- ◆ Liaising with colleagues, industry and professional organisations to engage on best practice approaches to minimising costs and optimising spend.
- ◆ Working with organisations to form arrangements such as alliances and group based approaches to purchasing L&D services in a cost effective manner.

7.5 Operating in an environment where decisions on budget spend are made on the basis of sound business decisions and value for money.

- ◆ Continually endeavouring to achieve best value for money and cost effective approaches to spending decisions on an ongoing basis.
- ◆ Reviewing and engaging with providers on a periodic basis to assess, evaluate and if necessary re-negotiate costs.

8. Undertaking Learning & Development Service Delivery

8.1 Working with management on an ongoing basis to enable the full benefits of the investment in L&D to be realised.

- Partnering senior and line management to promote and encourage engagement with L&D approaches, programmes, initiatives, activities and interventions.
- Working within the organisation to assist in the identification, delivery and communication of the value added contribution which L&D can make to the achievement of business goals.

8.2 Ensuring the effective delivery of L&D programmes within the organisation.

- Overseeing the methods and approaches utilised in the delivery of learning programmes.
- Ensuring learning providers clearly understand the context and culture of the organisation together with organisational needs and can effectively enable the learning which is required.
- Engaging in opportunities for review and feedback with course providers, participants and Divisional/Business unit Heads.
- Continually looking for ways to improve the manner in which L&D is provided.
- Communicate the cost of learning and development intervention to Divisional/ Business Unit Heads who engage learning and development services to instil an organisation cost implication perspective.

8.3 Providing and facilitating leadership and individual development interventions, development events and activities within the organisation.

- Enabling individual employees to advance their own personal and professional development through coaching (individual and team) and mentoring.
- Supporting employees to feel comfortable and willing to engage with individual development interventions.
- Inspiring employees to identify and communicate the value and impact of personal development initiatives.
- Sourcing suitable coaches and mentor to challenge and support personal learning and growth
- Challenging organisational leaders to engage with the leadership development agenda.
- Supporting leaders to enable open discussions around challenges that they face in the leadership space.
- Enabling leaders in assessing their own strengths and development needs.

- Putting in place effective tools to measure and assess personal style and approaches.
- Providing coaching to leaders to provide feedback and encourage open conversations about individual development needs.
- Supporting leaders to feel open and willing to engage with leadership development interventions.
- Inspiring leaders to articulate the value and impact of leadership development initiatives.
- Sourcing suitable facilitators to challenge and support senior leadership in the leadership space.

8.5 Assessing individual and leadership capability to meet current and future organisational needs.

This involves assessing individual leadership capability and abilities against current and future organisational requirements and overseeing the development and implementation of interventions to address capability gaps at team and individual levels.

- Putting in place tools, frameworks and approaches to identify and measure leadership capacity that are fit for purpose and appropriate to organisational requirements.
- Working with internal stakeholders to identify current and future leadership requirements.
- Developing a clear time focused plan for the delivery of measurable improvement to address gaps between current and future leadership requirements.
- Engaging and challenging senior management to understand and champion the rationale for leadership development interventions.
- Monitoring progress in the delivery of the leadership improvement plan. Identifying opportunities to seek ongoing engagement in addressing capability gaps.
- Taking action as required to re-direct or re-engage leadership in leadership activities as may be required.

8.6 Arranging for the purchase and maintenance of all necessary material resources to enable the delivery and measurement of L&D programmes and activities.

- Assessing the requirement for expenditure in relation to resources which may be required to enable effective delivery of learning and development programmes and activities.
- Ascertaining where licences are required.
- Ensuring the resources are utilised to their full potential.
- Overseeing the upkeep and maintenance and upgrading of materials as and when required to ensure relevancy of resources and that they are "fit for purpose".

- Conducting regular reviews within industry and with professional associations to keep abreast of developments in this area.

8.7 Managing facilities to achieve efficient learning attendance and delivery.

- Overseeing the upkeep and maintenance of internal learning rooms.
- Assessing local options in the provision of learning venues.
- Developing a clear policy in relation to the use of internal and external facilities that is "user friendly" and enables the effective and efficient organisation and delivery of learning.

8.8 Developing and implementing policy and practice in place in the area of learning support and administration.

- Putting in place policies and standard operational procedures in conjunction with internal stakeholders in relation to the broad range of support, administrative and housekeeping functions within the L&D function including such areas as learning leave, reimbursement of travel costs & subsistence etc. to enable a fair and consistent approach within the function.

9. Assessing & Evaluating L&D

9.1 Evaluating the delivery of L&D programmes, activities and events and carrying out follow-up action as may be necessary.

- Working with senior management to put in place metrics to assess and evaluate impact of the work of L&D within the context of individual and organisational performance.
- Monitoring and measure performance within the L&D area against these agreed measures.
- Communicating measures, deliverables and evaluation outcomes to senior management and taking any agreed actions as required.
- Presenting a case of value add to the business in relation to L&D provision.

9.2 Developing systems of evaluation to assist with undertaking an analysis of return on learning investment.

- Working with senior management to agree appropriate levels of evaluation appropriate to the organisation.
- Balancing Return on Investment with Return on Expectations from L&D activity.
- Setting out appropriate methods and frameworks for measuring the impact of the investment in learning on the organisation.
- Putting in place protocols around assessment and evaluation and for dealing with the outcomes of these.

9.3 Evaluating the impact and delivery of L&D programmes on an ongoing basis.

- Creating a robust and effective reporting mechanism to evaluate the impact of L&D activities within the organisation.
- Monitoring, measuring and assessing all L&D activities and programmes and recording this information on a continuous basis.
- Putting in plate appropriate reporting tools and approaches to communicate this analysis to relevant stakeholders within the organisation on a regular and continuous basis.
- Reporting on the behavioural and organisational changes as a result of L&D activity.

9.4 Working with management to ensure thorough implementation and evaluation of L&D activities and programmes.

- Partnering senior and Divisional/Business unit Heads to embed a culture of learning and development excellence within the organisation.

- Seeking ways to continually challenge the organisation to assess, measure and report on the impact of L&D against organisational performance to encourage ongoing engagement with L&D as an enabler to business performance.
- Putting in place incentives and recognition programmes to encourage ongoing and future engagement in L&D.

9.5 Assisting the organisation to identify new and innovative approaches in L&D to achieving organisational needs.

- Acting as a learning partner to work actively with managers and individual employees to be open to non-traditional approaches to skills development.
- Facilitating pilot initiative to encourage engagement with new L&D initiatives.
- Facilitating connections across the organisation and the sharing of successful interventions.
- Providing demonstrations and briefings to groups and individuals on L&D best practice approaches.
- Engaging external speakers and professional contacts within industry and professional associations to engage with the organisation on contemporary approaches to L&D that may be of relevance to the organisation.

10. Overseeing own development as a Learning & Development Professional

10.1 Taking active ownership of one's own professional development.

- Reviewing own personal development experiences, objectives and priorities
- Undertaking own planned formal and informal development experiences.
- Reviewing, reflecting on and evaluating on learning in line with development objectives and impact on workplace performance.
- Tracking and documenting learning outcomes achieved and their application in the work setting.
- Seeking feedback and availing of mentoring and coaching opportunities to develop professional competence as an L&D professional.
- Seeking opportunities to share learning within team and broader L&D networks.

10.2 Acting as a role model for the L&D function

- Maintaining, updating and growing the knowledge and skills required for one's own professional role
- Developing a personal development plan which is linked to achievement of functional role objectives and career plans.
- Seeking actively to enhance one's own skills base and capabilities by engaging with CPD activities and professional networks.
- Pursuing opportunities to engage with internal and external networks to promote the benefit and value of L&D activities and programmes.

Role alignment to the L&D Profession Competency Framework

Activity Descriptors (Level 1)	Senior management role involvement in activities as indicated	Functional management role involvement in activities as indicated below	Specialist L&D role involvement in activities as indicated below	Co-ordinator L&D role involvement in activities as indicated below
Undertaking Strategic Planning	Learning & Development Director	Learning & Development Manager		
Leading the L&D Function	Learning & Development Director	Learning & Development Manager	Learning & Development Specialist	
Identifying organisational L&D needs	Learning & Development Director	Learning & Development Manager	Learning & Development Specialist	
Planning within the L&D Function	Learning & Development Director	Learning & Development Manager	Learning & Development Specialist	
Designing and Developing Learning Programmes and Activities	Learning & Development Director	Learning & Development Manager	Learning & Development Specialist	
Overseeing Quality Assurance Processes within the L&D Function	Learning & Development Director	Learning & Development Manager	Learning & Development Specialist (some operational aspects)	Learning & Development Co-ordinator (some operational aspects)
Managing the L&D budget	Learning & Development Director	Learning & Development Manager	Learning & Development Specialist (some operational aspects)	Learning & Development Co-ordinator (some operational aspects)
Undertaking L&D Service Delivery	Learning & Development Director	Learning & Development Manager	Learning & Development Specialist (some operational aspects)	Learning & Development Co-ordinator (some operational aspects)
Assessing and Evaluating L&D	Learning & Development Director	Learning & Development Manager	Learning & Development Specialist (some operational aspects)	Learning & Development Co-ordinator (some operational aspects)
Overseeing own development as a L&D professional	Learning & Development Director	Learning & Development Manager	Learning & Development Specialist	Learning & Development Co-ordinator