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ANALYSIS OF LEARNING AND DEVELOPMENT FOR ETF STAFF

Towards Working Together Learning for Life?

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Final report

Authors:

Bert-Jan Buiskool (project leader)

Frank Lekanne Deprez (expert)

Jaap van Lakerveld (expert)

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Content

Executive summary

From January to June 2020 a study was implemented on the role of learning and development within the ETF in maintaining and developing the knowledge and skills of ETF staff to effectively deliver on its mandate. The study included a multi-method approach, including a desk research; Interviews; and an online survey. The review made use of a framework of field-tested dimensions, that contribute to a strong L&D function (within an organisation) and cover all aspects of a L&D function (from setting aspirations to measuring impact).

The assessment displays several indications that there is momentum to invest in L&D within the ETF, taking in to account: the ambitions as presented in new ETF strategy 2020-2027; challenges coping with ETF's ageing workforce and to do more work with less people in the future; and the need to open up ETF to the outside world, by sharing and co-creating knowledge in partnership. Also, the COVID-19 experience 'nudged' ETF staff to adopt a remote working & learning mindset, providing a vital ground for introducing online learning systems and learning tools.

The following recommendations are identified, taking into account the needs of the ETF given its scope and size of the organisation, and the need to have practical 'hands on -advice':

- ⭕ **Recommendation 1:** Improve the alignment of L&D with the business strategy
- ⭕ **Recommendation 2:** Strengthen line managers role coaching ETF staff
- ⭕ **Recommendation 3:** Establish co-ownership between departments and HR
- ⭕ **Recommendation 4:** Assess the skills gaps
- ⭕ **Recommendation 5:** Design learning journeys
- ⭕ **Recommendation 6:** Measure impact on organisational performance
- ⭕ **Recommendation 7:** Make L&D interventions integral part of the HR agenda
- ⭕ **Recommendation 8:** Broaden the scope of learning and strengthen knowledge sharing
- ⭕ **Recommendation 9:** Apply systems and learning technology
- ⭕ **Recommendation 10:** Provide rooms for small experiments and pilots and promote L&D

For each of these recommendations concrete action points are proposed. One of the action points that was considered as a potential catalyst for strengthening L&D on the short term was the introduction and development of 'learning pathways' within the ETF, (in)directly feeding other recommendations as well.

1. Introduction

1.1 Learning and Development for ETF staff

Changes and challenges in capacity building (ETF 2027 strategy)

Over the last few decades, the societies and economies of countries (developed, emerging, transitioning or developing, alike) have been subjected to change following trends in technology, digitalisation, climate change, migration and globalisation. At the same time, a consensus has emerged[1] about the need for (permanent) skills development through a lifelong learning approach – including the facilitation of (more) flexible pathways for learners, combining formal and informal learning, as well as combining hard and soft skills. Currently, vocational education and training systems are changing – in that they are becoming more hybrid in their nature - resulting in an increase in diversity of methods of provision, as well as providers of education and training[2]. Effective systems are generally more learner-centred, while focusing in particular on access and inclusiveness for an increasing diversity of beneficiaries (across society, age groups and employment status)[3].

Following this shift from traditional schooling towards wider learning pathways, as stated in the ETF strategy 2027, there is a need for ETF to broaden its expertise, and to shift from isolated solutions towards those more comprehensive and integrated across the education and training system. This, in order for the organisation to match the evolving demands of education and training systems, and to support skills development through lifelong learning – in particular regarding: inclusive skills development policies, access to lifelong learning opportunities and innovation targeting 'skills for the future'. In order to broaden its expertise, ETF aims to: shape new and emerging expertise domains across its operational activities – while revising consolidated areas of expertise to strengthen the focus on lifelong learning. Additionally, it aims for a broader application of tools and methodologies beyond initial VET – thus contributing to well-targeted and inclusive education and training policies (for a wider skills development agenda).

The strategy defines a broad thematic scope to match evolving demands on education and training systems, along the following clusters of action:

- **Skills relevance and anticipation:** This cluster focuses on policies and practices in the area of anticipating skills demand, through the development of labour market information systems and employment policies, and the links of the labour market to qualifications and qualification systems.
- **Skills development and validation:** This cluster focuses on innovative teaching and learning processes, attention for key competences and learning pathways towards qualifications. ETF work includes support for linking the contents of learning to the world of work, and more systemic policy level actions.
- **Performance and quality of education and training policies:** In the cluster of actions around policies, ETF focuses on good governance, helping build links between policies and the economic and social context and the inclusion of non-traditional actors in the

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[1] ETF Strategy 2027 - Executive Summary (p. 4).

[2] Some examples of (emerging) methods are: from initial to adult learning, from traditional classroom-based instruction to work-based learning, online and digital learning.

[3] ETF Strategy 2027 - What is human capital development? (p. 7).

policy dialogue around skills. The ETF also includes attention for the governance surrounding quality assurance.

These three clusters of action are linked and form together a holistic vision of human capital development. In its Single Programming Document (SPD) 2021-2023, the ETF defines its approach for the first years of implementation of its broader strategy. It aims to further strengthen its position as a global asset for the EU, used in support to EU investment in human capital development. This allows the ETF to enhance the strategic impact of EU funds as a global knowledge hub in the field of human capital development[4]. For these early years, a more detailed single programmatic document is being developed, which describes in more detail the selected priority areas within the three clusters of actions and the partner countries where these actions will be supported.

Learning and development at the ETF

The need for broadening the expertise of ETF includes a need for facilitating learning and development of ETF's staff – in order to provide the necessary support to partner countries. For this, the ETF has developed a Learning and Development (L&D) policy that has been issued in January 2018[5]. The scope of the L&D policy is helping to maintain and develop the knowledge and skills of ETF staff needed to do their jobs effectively, and to adapt to new challenges and work together with external partners.

The L&D policy follows the principle that *staff learn from experience and colleagues, as well as through formal training*. Key principle is that all staff are responsible for their own learning, with the support of their line manager. The policy considers that *managers have a key role in promoting a supportive environment in the workplace* – for on-the-job learning, collaborative working and knowledge-sharing.

Over the past few years, the ETF has already been committed to developing a lifelong learning culture amongst its employees[6]. In order to provide a supportive environment for L&D of ETF staff, **the HR department designs and organises L&D activities throughout the year** – such as: development programmes for managers, Health & Safety trainings and project management courses. Employees can be invited to such events, based on their role and needs within the organisation (as defined by their managers) – or they can submit individual requests for L&D opportunities[7], Overall, the L&D opportunities available to ETF staff include:

o Corporate activities (Group training)
o Individual Training Requests (ITR);
o Language Training Requests (LTR);

In addition to training requests, ETF staff can also apply for an Internal Temporary Assignment (ITA), being a short-term posting to a Unit or Department within ETF that the employee does not work for. This way, employees are stimulated to: (1) discover other ways of working; (2) learn from the experiences of others; and (3) share their expertise with colleagues. Nevertheless, these (ITA) opportunities are only offered on an ad-hoc basis (e.g. not always available) and have not been launched in the last years.

The L&D policy include **practical procedures for two different categories of training**, namely training organised and/paid for by the ETF, and training on the initiative of staff. Access to

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[4] Terms of Reference, page 2

[5] Which is based on a L&D model decision common to all EU agencies. The unit responsible for implementing the policy is the HR unit.

[6] ETF Staff Handbook – a practical guide for ETF staff. Available online at https://www.etf.europa.eu/en/etf-search?kw=ETF+staff (version: 10th of July, 2018).

[7] For approval by their manager and the HR department.

training requires prior approval from the reporting officer (line manager) who may grant approval if the training is necessary for the current job; or necessary for future professional development. Time spent in such training is counted as working time and training costs are fully covered by the ETF. Language training request are also fully supported in case these are essential for achieving the required level for the third language; necessary for the current job or for integration in the host country; for the work and objective of the ETF; or future professional development. Training of the initiative of staff (self-financed and taking place in non-working time; and not already organised by the ETF) and relevant for duties performed by the staff member or their career development are partly supported by providing special leave for part of class hours; examination and providing a financial contribution (up to 50% of the costs, up to a maximum of 3,000 Euro)[8].

The ETF has a **total budget of 250,000 Euro** to finance L&D activities in 2019, as well as 50,000 Euro for mission related costs.[9] This budget is divided amongst activities (language training: 25,000 Euro; corporate/ collective activities: 140,000 Euro; and ITR: 40,000 Euro), as well as departments. Although line managers decide on the learning requests, the Head of HR is the overall responsible for the budget devoted to L&D activities, and such gives the final authorisation to training requests on the bases of line management assessment and decision. Nevertheless, from 2019 on, each line manager is a sub-delegated authorising officer for ITR, making them fully responsible in approving related expenses, including possible travel costs.

Performance management

ETF sets guidelines for performance management that support behaviours and activities that will help to achieve the goals that are worthwhile for the ETF.[10] Managers are accountable for setting objectives for their staff referring to specific goals and projects, developmental activities and knowledge sharing. Objectives are cascading from: (1) organisation goals, department's and unit's objectives; (2) job descriptions; (3) knowledge, skills and abilities of the person occupying the position. Specific focus is given to foster teamwork and collaboration within and across departments, units and teams. Managers might consult Team Leaders (or another manager) to get further input. The objectives are discussed with the ETF staff member in the beginning of each year, and staff is encouraged to come up with proposals too. Staff and managers can review these objectives at any time, whenever necessary, to adapt them to changing priorities.

Objectives are reviewed based on self-assessment of ETF staff (once a year) and appraisal (in the end of each year). The self-assessment highlight staff accomplishments and main achievements; identify learning experience; challenges; and specify which languages staff use at work besides work. An appraisal report is written by the reporting officer, and subsequently discussed with the ETF staff member and assess jointly the ability, efficiency, and conduct of the staff member and identify development needs, based on the reporting officer finalises the appraisal report.

Role of the HR unit

Over the years the role of the HR unit in the implementation of L&D at ETF diminished, especially since the introduction of the L&D Rules of the ETF (decision of the ETF governing board). These set of rules made line managers responsible for L&D. Nevertheless, the HR unit still has a number of responsibilities with regards to L&D: supporting managers in identifying L&D priorities and needs; carrying out learning need analysis; organise corporate training activities; participate in

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[8] The financial contribution covers registration and examinations fees, but does not cover other expenses such as travel and subsistence costs.
[9] ETF (2019), Practical guide to Learning and Development for staff and managers.
[10] ETF (2019), Performance Management, Reclassification. All info for activities 2019-20.

the design of L&D activities and tools according to the needs identified; monitor activities and efficiency of tools and collect learners feedback; upon request gives opinion to line managers for the assessment of training request and support line managers in monitoring L&D budget absorption; add additional criteria for the assessment of training request in order to promote costs effectiveness.

Participation in Learning and Development

The HR unit monitors participation in L&D activities amongst different staff groups and departments, for each type of L&D activity. The table above shows that in total 533 participations were reported in L&D activities in 2018, of which 121 individuals. This means that only a few ETF staff did not participate in L&D activities in 2018. Highest number of participations and unique participants were reported for the Cappuccinos and ristrettos sessions (56% of all ETF staff participated in at least one), as well as for corporate training activities (82%). At the same time the table shows that less than half of ETF staff participated in ITR, and only one fifth in language training in 2018.

Table 1.1 Participation in L&D activities within the ETF (2018)

Activity	Number of activities	Participations	Unique Participants	Participation unique (as percentage of total staff)
Cappuccinos and ristrettos	8	147	72	56%
Corporate activities	20	264	105	82%
ITR	88	88	54	42%
Languages	18	34	28	22%
Total		**533**	**121**	**95%**

Source: Report on L&D activities in 2018

2.2 Objective of the evaluation

The aim of this evaluation is to assess the role and approach used (by ETF), in terms of learning and development activities (for ETF staff) over the past five years (2013-2019). More specifically, this refers to:

- ⚪ Analysis of effectiveness of learning and development related activities (i.e. learning from experience, colleagues and formal training) within the ETF in maintaining and developing the knowledge and skills of the ETF staff to effectively deliver on its mandate.
- ⚪ The mapping of the types of activities on offer; and an analysis of the data available for the past 5 years (2013 – 2019) – so as to assess the appropriateness of the approach used, and to make recommendations for future improvements.

Within the scope of this evaluation, the following guiding questions are of particular interest to ETF:

- ⚪ **Evaluation question 1:** In **which areas** has the L&D policy been most effective?
- ⚪ **Evaluation question 2:** Are the human and financial **resources allocated adequate** to achieve the goals of the ETF with regards to the development of its human resources? (to be a knowledgeable, skilled, flexible and networked organisation).
- ⚪ **Evaluation question 3:** How could the **role of managers** in staff development be enhanced?

- **Evaluation question 4:** Are the types of training currently on offer (online, course based, individual, collective) in line with the mission of the Agency to be a knowledgeable, skilled, flexible and networked organisation?
- **Evaluation question 5:** Taking into account the Learning and Development model for all EU agencies, which **recommendations** would be most appropriate **for tailoring the current policy and approach** of the ETF and which indicators could be used to measure the effectiveness in the future?
- **Evaluation question 6:** Are there any **other recommendations for future development** in line with the ETF strategy 2027 and the new HR strategy, currently under development?

2.3 Conceptual approach

A more recent **tool for conceptualizing the learning strategy of an organisation**, is the ACADEMIES framework[11] – in which managing the development of people is considered one of L&D's primary responsibilities. Furthermore, it is considered important to do so in a way that supports other key business priorities. Within this context, the strategic role of L&D is considered to include 5 core aims:

1. Attract and retain talent;
2. Develop people capabilities;
3. Create a values-based culture;
4. Build an employer brand; and
5. Motivate and engage employees.

The framework consists of nine identified and field-tested dimensions, that contribute to a strong L&D function (within an organisation) and cover all aspects of L&D functions (from setting aspirations to measuring impact). It is interesting to note that recent research showed that – although many organisations do (regularly) touch upon several of these dimensions – only a limited number of organisations have an approach that includes all of them (e.g. only a few organisations were considered 'fully mature' in all dimensions). More specifically, the steps (dimensions) within the ACADEMIES framework are shown in the figure below.

FIGURE 2.1 NINE DIMENSIONS OF THE ACADEMIES FRAMEWORK

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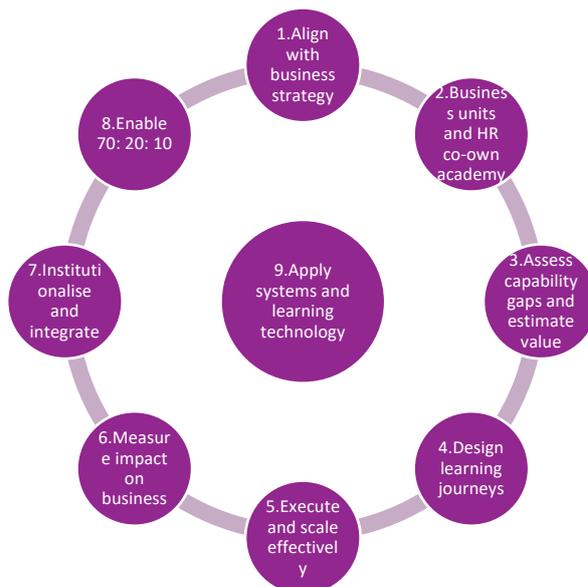
[11] Brassey, J., Christensen, L. and Dam, N van. (2019). The essential components of a successful L&D strategy - The ACADEMIES framework is a useful tool for conceptualizing learning strategy. McKinsy & Company: Amsterdam, the Netherlands.

The 'dimensions' do not exist in parallel to one another; rather they are consecutive 'steps' within a process of building and executing a successful L&D strategy. With the help of these theories /models/tools, the evaluation can assess whether the learning and development approach is fit-for-purpose in a changing environment and what needs to be changed to lead to a better equipped ETF staff.

2.4 Methodology

The study included a multi method approach, including:

- **Desk research:** all relevant ETF documentation and monitoring data on L&D for ETF staff were analysed in-depth.
- **Interviews:** In total 20 interviews were organised with a broad range of ETF staff members, representing different positions and function categories within the ETF. These interviews reflected on how ETF staff learn and develop during their career (learning biography); how they are facilitated or hampered in this process; and suggestions on how the ETF could optimise its contribution to the professional growth of its staff. **Annex 1 and 2** include a checklist with question that were used for these interviews.
- **Online survey:** all ETF staff were invited to complete an online survey (total sample was 126) on learning and developing with the ETF, of which 67 completed fully (53%) and 11 only partially, answering at least the first question (summing up to 77; 61%). In terms of methods, the analysis focuses on the frequency analyses of each separate question, as well as the comparison between groups of staff for relevant (and suitable) questions, through independent T-tests (using a significance level – alpha – of 5%). The distribution of the survey responses was compared with the actual distribution of ETF staff, in order to test whether certain groups of staff, are under- or overrepresented in the survey response. This analysis shows that the distribution of the response is more or less aligned with the actual distribution of ETF staff members, so there is no direct reason to weight the data. The outcomes are presented in **Annex 3**.

All data gathered was analysed integrally, based on the conceptual framework and dimensions that contribute to a strong L&D function.

3. Relevance: the need for investing in L&D

The assessment displays several indications that there is momentum to invest in L&D within the ETF.

○ The **new ETF strategy -2027** (i.e. defining ETF's role as centre of expertise and global knowledge hub; expanding its geographical scope in line with EU external relations programmes and policies and exploring new funding channels for operations) has consequences for current and future required capabilities, competences and skills of ETF staff. Consequently, there is a need to further invest in staff learning and development to effectively deliver the new ETF strategy. The ETF has developed over the years from a project organisation (e.g. responsible for the Tempus programme) towards a knowledge-based organisation. This evolution requires a shift from project/ programme management competences towards thematic expertise, policy and interdisciplinary collaborative research-oriented competences.

○ ETF's **ageing workforce** - especially senior staff members who are close to retirement age, pose challenges for the organisation, such as: preserving specific ETF (operational & corporate) knowledge developing, and attracting a pool of replacements when current senior staff and experts are leaving, and safeguarding knowledge and expertise for the organisation. At the same time, it also provides opportunities and space for experimentation (such as: introducing new ways of working; bringing in new and more diverse expertise; improving interdisciplinary collaboration by breaking through disciplinary barriers; establishing an innovative organisational culture; and becoming a learning organisation that is continually expanding its capacity and capabilities to create its future, in order to become 'futureproof).

○ The expected and forthcoming budget reduction requires ETF **to do more work with less people**. This requires a process of reanalysis & reimagining of (new) tasks, roles and positions, as well as the deployment of strategic personnel management. In this way, people become more effective for the organisation, adding value, being engaged, feeling happy and healthy and saving costs while reaching ETF's strategic goals.

○ There is a need to **open ETF up to the outside world -** by sharing and co-creating knowledge, expertise and good practices; and by partnering with policy makers, practitioners and experts to build trustworthy relationships worldwide and become less Eurocentric, more interdisciplinary, interorganisational and 'pracademic' (i.e. practical & academic). ETF does not have the exclusive competence and right to support transition and developing countries and in order to act as knowledge hub it need to work in partnership. Therefore, it is important to work on the "partnership IQ' of the organisation that welcome change; value interdependence; create trust between partners and openly disclose information and offer feedback between partners; and create shared value[12]. More importantly, partnership engages ETF staff in interprofessional learning with partners and beneficiaries. People learn most when they cross knowledge borders (within and outside the ETF).

○ ETF is **operating in an increasingly complex world** characterized by a multitude of new challenges & experiences. The environment in which ETF needs to operate becomes more dynamic, volatile, and disruptive, and thus far less predictable. On top of this the current COVID-19 situation poses specific challenges, affecting education and training systems in countries, as well as EU programmes. Countries go through different phases in time in responding to the COVID-19, suddenly being confronted with closing down of VET schools and companies ('shock phase); trying to get organised in remote

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[12] Lekanne Deprez, F.R.E., & Tissen, R.J. (2002). Zero space : Moving beyond organizational limits. San Francisco: Berrett-Koehler. ISBN 1576751821

education and training ('adaptation phase'); and currently in the opening up phase, in which VET schools and institutions develop solid and sustainable revisions of regular processes, and reflective phase in which all sectors and stakeholders are reviewing their initial responses in order to learn lessons for the future organisation of education and training, and mainly its digital readiness. This also poses challenges for the ETF, to repack their knowledge that target partners needs in these response phases, and facilitate connections between experts, professionals and practitioners across and between organisations and countries.

All these aspects influence the current and future way of working within the ETF, mobilising, repackaging, sustain, and further developing its knowledge, being adaptable to changing context. This raises the issue of how ETF could become a better learning organisation to better deliver on its mandate.

The need for establishing a L&D strategy within the HR strategy is also highlighted in the audit on human resources management and ethics in the ETF that was carried out in 2018-2019. In response, the ETF has agreed to develop its HR strategy in line with the recently adopted ETF strategy. The strategy and/or its implementation papers will include measurable indicators and a focus on learning and development.

4. Effectiveness and efficiency

The review made use of a framework of field-tested dimensions, that contribute to a strong L&D function (within an organisation) and cover all aspects of an L&D function (from setting aspirations to measuring impact). The effectiveness and efficiency are assessed by measuring ETF performance on each of these dimensions.

Dimension	Further operationalised evaluation questions
1. Align with business strategy:	To what extent is the ETF's L&D policy aligned with their (main) business strategy
2. Establish co-ownership between business units and HR	To what extent is there co-ownership between ETF Units or Departments and HR?
3. Assess 'capability gaps' and estimated value:	To what extent are 'capability gaps' assessed (and value estimated)
4. Design learning journeys	To what extent does the L&D policy focus on designing learning journeys for employees?
5. Execute and scale effectively:	To what extent are L&D activities executed and scaled effectively?
6. Measure impact on (business) performance:	How is the impact of L&D activities on ETF (business) performance measured?
7. Institutionalise and integrate L&D interventions	To what extent are L&D activities institutionalised and integrated within the ETF organisation?
8. Enable the 70:20:10 learning framework	To what extent does the learning of employees follow the 70:20:10 framework? [13]
9. Apply systems and learning technology	How and to what extent are systems and learning technologies applied?

These dimensions are subsequently discussed below, addressing the most important conclusions.

4.1. Align L&D with business strategy

One of the primary tasks of an L&D executive is to develop and shape a learning strategy, based on the organisations' business ambitions and its investments in managing the talent life cycle more effectively. The learning strategy seeks to support professional development and build capabilities across the organisation, in a timely and cost-effective manner. In addition, the learning strategy can enhance an innovative organisational culture and encourage employees to 'live up' to the organisational values. The bottom line here is that there should be an adaptive (or even better 'proactive') L&D strategy, linked to the ambitions of the organisation. In this regard, the following can be concluded based on the review:

Key finding 1: L&D is guided by a set of administrative rules; which cannot easily be transformed into a policy or strategy.

An overarching policy and vision on L&D is lacking within the ETF - including a clear need analysis, setting priorities, targets & activities, and monitoring framework. Currently, the ETF has developed a Learning and Development (L&D) policy that has been issued in January 2018, mainly consisting of a set of rules and procedures for staff will to be engaged in learning and development. The scope of L&D is much broader than the current administrative set of rules. There have been discussions on this, and efforts were made, to develop a HR and a L&D strategy within ETF. However, a sound discussion regarding the position of the L&D strategy within an ETF HR strategy has never been finalised.

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[13] Which refers to the (ideal) distribution of time spent learning; specifically through workplace learning (70%), interaction & collaboration (20%) and formal learning (10%).

Key finding 2: Within the ETF there is no structural dialogue on the alignment of skills needed and L&D activities supported.

There is a general feeling with the ETF that L&D activities are not much aligned with the ETF strategy. This is partly confirmed by the results of the online survey amongst ET staff, with around 60% of respondents saying this is 'somewhat' to 'not at all' the case. Respondents generally indicate that a strong vision on (future) competences is lacking, translated into long term goals and L&D strategy to make it happen, is lacking. A large share of respondents (almost 60%) indicates there is no clear consensus on the key competences of ETF that are needed in the future, in terms of organisational strengths. Similarly, in terms of skills and competences, a large share indicates that L&D activities for staff are not aligned to the strategic goals of the organisation by management (around 40% indicate this). Also, around one third indicates that management is not clearly communicating the benefits and values of L&D practices to ETF staff (around 34% indicate this). ETF (staff) has many views, but this does not add up to a sound vision. Respondents also express that it is not clear what the implications are of the ETF strategy 2020-2027 for future skills needed (related to new tasks, roles and obligations), often resulting in internal discussions and turmoil. Furthermore, respondents indicate that there is no central analysis done and no collective vision is built, making it so that managers act 'silo-based', ultimately hampering interdisciplinary collaboration. There is a general plea that leaders should show more leadership in terms of identifying learning needs in dialogue with staff, and in promoting the acquisition of related competences. Some years ago (in 2017), the HR unit and managers worked on the identification of expertise needs at the ETF for the period 2017-2020 – and made an inventory of expertise available based on staff self-assessment. It has been used to set priorities for approving (or not) individual trainings and corporate priorities for collective training activities. It was also used for recruitment. It was not used to assign or re-assign staff.

Key finding 3: Learning is mainly left to individual initiative and is not much strategically guided by (line) management.

Respondents generally agrees that - if you take own initiative and you want to learn - there is budget available for training and development activities. This is confirmed in the survey, with respondents saying that management is generally supportive towards individual learning requests. This does not mean, however, that this learning is strategically aligned with organisational objectives. The identification of learning needs is, not systematically addressed during the appraisal review, nor is line management engaged in a structural dialogue with their staff on L&D (with positive exceptions). Almost 40% of respondents in the online survey indicate that their line manager does not much discuss their learning needs/ gaps on a regular basis (around 28% indicate this is somewhat). Even a larger percentage of around 50% of respondents indicate that their line manager does hardly support them in designing their 'learning journey' within the ETF. When this does occur, this dialogue is not always forward-looking and based on a future skills assessment ('upskilling'), but rather based on learning needs in the current job ('reskilling'). Respondents also indicate that line managers do not always have time to mentor or coach them in their leaning and development path. This is reflected in the staff survey as well, with almost half of respondents stating that guidance and support in L&D by the line manager is poor to very poor (while this is 60 % for the HR unit). The lack of support is partly explained by the span of control of line managers being responsible for around 20 persons, as well as the lack of systematic approach identifying individual and collective learning needs in the department or unit and connecting these to the strategic goals of ETF. Since the participation in learning is mainly up to the individual initiative, this has created a situation where those who are interested to learn - and who have clear ideas about their learning needs - are proactive, while others are less active raising the question whether L&D is an inclusive approach. This is confirmed by the survey outcomes with almost half of respondents, mainly supporting staff, saying that learning and development opportunities are

not inclusive for all ETF staff. Still around one third to half of respondents indicate that they hardly ('not at all' to 'somewhat') seek out learning activities pro-actively; seek pro-actively ways to improve themselves; and have clear ideas what to learn and develop to improve their performance in their current job or to make the next step in my career. Around half hardly set learning and development goals at regular basis. This point on the need for more guidance and support (and to create a safe psychological climate for inclusive L&D). The only 'organised' learning path seems to be for new recruits, who take part in an onboarding programme (including introduction training and having a mentor/buddy). Line managers are also not assessed on their contribution to L&D in their department and unit, so no clear development goals are set at management level; just as they are not trained to mentor or coach staff in a structured manner.

Key finding 4: Learning is much individualised and not collective at team or unit level

L&D within the ETF is much related to individuals (and often technical skills) and not collective groups (like teams). Collective learning needs are rarely discussed in the team (around 54% of respondents indicate that their line manager discusses the collective learning and development needs/ gaps at team level, not at all to very little). Only a few respondents indicate that they set learning and development goals together with their colleagues in their unit and/or project team. Experts are often autonomous in their actions following their own learning path (linked to their internal and external networks), but they do not always share experience and knowledge within ETF, and/or engage colleagues in their learning (line managers are also not specifically steering on this behaviour supporting colleagues in their professional development). Although a dialogue takes place between HR and managers for identifying learning needs, there is no structured dialogue within units and teams to learning (including need analysis; defining learning objectives connected to people management; implemented group activities) and teams are not guided in systematic manner by HR. Moreover, cross-departmental learning is sporadic and not embedded in a structural manner (there were calls for Expression of Interest managed by the HR unit to gain working experience in another department/ unit, but not many of these calls have been launched lately). This all hampers the alignment of L&D to the strategic level.

4.2 Establish co-ownership between departments and HR

With new tools and technologies constantly emerging, organisations must become more agile, ready to adapt their processes and practices. L&D functions must likewise be prepared to rapidly launch capability-building programmes—for example, when new organisational needs suddenly arise or staff members require immediate training on new technologies (up-skilling), such as cloud-based collaboration tools. Important elements here are to consider who are the owners of this process and whether they have the capability, capacity and reputation to organise it. The following can be concluded based on the review:

Key finding 5: Currently L&D responsibility is moved around between line managers, the Strategic Development Department and HR.

Over the years the role of the HR unit in the implementation of L&D at ETF diminished, especially since the introduction of the L&D Rules of the ETF (decision of the ETF governing board). These set of rules made line managers responsible for L&D. They have the authority to decide on Individual Leaning Requests and corporate training. The review shows that this way of working did not lead to a coordinated approach to L&D, and it raised the proposition to a more proactive role of HR as being part of the 'team discussions' identifying L&D needs. The review reveals that there is a mismatch in expectations. While HR is taking up their role more

administratively, on the one hand, dealing with compliance and regulations, the unit would like to be more strategically involved, but at the same time the unit do not feel supported in this endeavour. On the other hand - HR staff and management expect HR to act more strategic but believes that HR is not proactive enough. Combined with the lack of strategic guidance - and lack of time - of line managers, makes that the development of L&D policies and activities is always in-between operations, management/directorate and HR. Who is the owner of this process?

Key finding 6: HR unit has to rethink their role as trusted business partner in L&D and their role as partners in strategic decisions on L&D

Since HR unit staff are not experts in the relevant (business) issues of the units, managers tend to question the strength and impact of the solutions/policies they bring to the table. At the same time, HR thinks that management does not deploy a coordinated approach towards L&D, nor effectively responds to HR requests. Also, sometimes staff choose a 'work round' (i.e. bypassing the HR unit), to overcome administrative hurdles for organising training and cappuccino sessions (calling training a 'workshop' instead, since it is easier to organise from their own budget or decide not to propose a topic for a cappuccino session). This hampers their work as trusted business partners teaming up with line managers to define skills gaps and training needs, and in 'busting' the silo mentality of departments and units. Addressing this has much to do with empowering, re-skilling and up-skilling the members of HR unit itself. What is the required skill set for a L&D worker to successfully operate as a business partner within ETF? What is the business goal the partner (e.g. line manager) is trying to achieve? Is L&D able to have an independent perspective and voice to shape the direction of teams and units within ETF?

4.3 Assess capability gaps and estimated value

After organisations have identified their goals and priorities, they must verify that their employees are capable of delivering. The most effective organisations take a deliberate, systematic and inclusive approach to capability assessment. At the heart of this process is a comprehensive competency or capability model based on the organisation's strategic direction. The following can be concluded based on the review:

Key finding 7: Insufficient elaborated training need assessment (TNA) tool available within the ETF

There is no elaborated TNA tool available for the managers and/or employees of ETF to use, nor an analysis identifying the skills and talents amongst ETF staff. An earlier attempt failed, ending up in products that were not much used or updated. This was all seen as a bureaucratic effort (just ticking a box of a mandatory process) and not a constructive exercise. At the moment, L&D is not aligned to the goals and results of units and departments within ETF. What is needed, is one integrated organizational model that connects the services and expertise of L&D to the goals and target of the units and departments of ETF.

4.4 Design learning journeys

Most corporate learning is delivered through a combination of digital-learning formats and in-person sessions. While research indicates that immersive L&D experiences in the classroom still have huge value, staff often indicate that they are incredibly busy "from eight to late", which does not give them a lot of time to sit in a classroom. Furthermore, many say that they prefer to develop and practice new skills and behaviours in a "safe environment," where they do not

have to worry about public failures that might affect their career paths. Practice shows, however, that only a few organisations have such proactive L&D strategies in place. Learning initiatives are often linked to individual persons (and take place in 'silos' of teams / departments) and are generally not linked to strategic initiatives of the organisation. The following can be concluded based on the review:

Key finding 8: Learning pathways that support the professional development of ETF staff are missing

At the moment there is no 'set' of career paths / learning paths within ETF. One of the reasons for this is that the EU regulations and processes - as well the limited number of management positions available - does not allow for the development of clear career paths. However, within ETF, there are many possibilities to switch careers, assuming one is able to act proactively. Currently, many employees within ETF are 'frozen' to their current jobs. ETF staff interviewed indicate that ETF needs to change the expectations and move towards a culture in which L&D is not seen as a means to *rise* in the hierarchy, but as a means to *grow* professionally - to the benefit of both the professional and ETF (moving from novice, to advanced beginner, expert, and finally master). There is not a structured approach for career management within ETF, defining the career steps (from novice to master), nor for talent management, meaning there is no place to go for advice on career development (and line managers and HR unit are negatively assessed on this aspect). Career mobility is an underdeveloped area within the ETF.

Key finding 9: Personalised learning depending on role, position and learning needs is not made explicit

The survey shows that different groups learn differently. Experts, for example, learn by attending conferences and events; by visiting partner countries, and by being engaged in experts' communities; but also, by doing (action) research and teaching. There is no clear overview how staff learn within the ETF, beyond regular training activities and this learning is not sufficiently captured. The online survey shows that learning on the job; training on job specific / technical skills (outside ETF); learning from colleagues; learning during missions; and learning in professional networks, associations, and communities of practices (outside ETF), are most helpful for staff professional development. Surprisingly, L&D organised inhouse was considered least helpful to their professional development, such as training on job specific/ technical skills (inhouse); ETF meetings (knowledge sharing); training on ETF systems, structures and policies(in-house); training on soft skills (inhouse); and ETF internal documents. However, significant differences are there comparing preferences between experts and project supporting staff. Most learning still take place during work, having the majority of respondents confirming that their job has provided them a chance to do different things from time to time (around 91%).

4.5 Measure impact on organisational performance

A learning strategy's execution and impact should be measured using key performance indicators (KPIs). The first indicator looks at organisational excellence: how closely aligned all L&D initiatives and investments are with the organisational priorities. The second KPI looks at learning excellence: whether learning interventions change people's behaviour and performance. Last, an operational-excellence KPI measures how well investments and resources in the organisation are used. The following can be concluded based on the review:

Key finding 10: Since there is no ETF L&D strategy, there is no monitoring of the impact of L&D contribution to ETF performance

Within the ETF there is no monitoring on the relationship between budget spent on L&D and the achievement of ETF goals. No performance indicators are set that steer L&D at individual, project, department, and ETF level. Learning is not by means of formal training and learning on the job (during missions) systematically captured. Moreover, L&D is not systematically monitored and discussed at individual level (only no shows in case staff signed in for a training activity). Training is regularly evaluated, using feedback forms, but stops at level 2 of the Kirkpatrick model (appreciation of learning, but not the value)[14]. Only during the performance appraisal, the training needs are discussed with reference to the objective settings in the job folder. But the progress on *acquiring* the required skills in relation to the job, is not captured and saved for monitoring purposes (in relation to goals).

4.6 Institutionalise and integrate L&D interventions

Just as L&D corporate-learning activities need to be aligned with the organisation, they should also be an integral part of the HR agenda. L&D has an important role to play in recruitment, onboarding, performance management, promotion, workforce, and succession planning. Research shows that at best, many L&D functions have only loose connections to annual performance reviews and lack a structured approach and follow-up to performance-management practices. The following can be concluded based on the review:

Key finding 11: L&D does not have a strong connection to annual performance review

No data is available on the alignment between appraisal interviews and L&D endeavours. Respondents indicate that L&D is merely used as a reward to staff for some good work done, instead of them being rewarded for their L&D. ETF staff - as well as managers - are not reviewed based on their L&D investments, as well as how they support colleagues in their L&D. A large share of respondents (40%) indicates that they don't think ETF staff is rewarded for undertaking learning and development activities or the fact that they support colleagues in their professional development. In case they are rewarded this is mostly by being acknowledged that they undertook the training, by getting more responsibilities, and being respected as experts.

4.7 Enable the 70:20:10 learning framework

Many L&D functions embrace a framework known as "70:20:10," in which 70 percent of learning takes place on the job, 20 percent through interaction and collaboration, and 10 percent through formal-learning interventions such as classroom training and digital curricula. These percentages are general guidelines and vary by industry and organisation. L&D functions have traditionally focused on the formal-learning component. The following can be concluded based on the review:

Key finding 12: ETF approach to L&D has a narrow view on learning

ETF approach to L&D is primarily seen as training, nobody seems to consider much other options. Other type of learning like group learning; team learning; organisational learning as well as knowledge production (by doing research); knowledge management and sharing (including teaching) is beyond the scope of the approach. This is confirmed by a large majority of respondents indicating that managers do not much promote an environment which

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[14] Level 1 Reaction measures how participants react to the training (e.g., satisfaction?). Level 2 Learning analyzes if they truly understood the training (e.g., increase in knowledge, skills or experience?). Level 3 Behavior looks at if they are utilizing what they learned at work (e.g., change in behaviors?), and Level 4 Results determines if the material had a positive impact on the business / organization. Kirkpatrick, D. (1996). Revisiting Kirkpatrick's four-level-model. Training & Development, 1, 54-57.

supports on the job learning, collaborative working and knowledge sharing and help their staff to learn (around 60 % think this is 'somewhat' to 'not at all' the case). In the same vein a large group think that on the job learning is not organised in such a way that it is effective (around 71% think this is 'somewhat' to 'not at all' the case), while staff is more positive about the offer and effectiveness of formal training. Many activities that are closely related to professional L&D are not seen as such, nor recognised as such – examples are research, publishing; providing training to others; participation in professional expert meeting; and mentoring. Although ETF wants to become a knowledge hub by working together and learning for life; ETF experts are not much recognized and rewarded for their publishing efforts. If ETF wants to become known as a knowledge hub, research in particular will play an important role.

Key finding 13: Knowledge exchange needs further stimulation within the ETF

Although respondents indicate that knowledge exchange takes place at individual level and that ETF staff are general supportive to help each other learning, it is was indicated that corporate culture is not sufficiently stimulating knowledge exchange (almost half of respondents indicate that existing organisational culture do not provide sufficient support for sharing practices) and more specifically knowledge sharing between departments (slightly more than half indicates there is insufficient knowledge sharing between ETF department and units). Moreover, there are no procedures in place which facilitate that learning experiences are further spread in the organisation. Around 65% of respondents indicate that within the ETF, learning from projects /missions/research/meetings is not sufficiently captured at organisational level (while around 20% think this is somewhat the case). Lastly, it is important to mention that ETF staff is critical towards ETF creating a safe psychological climate to discuss openly mistakes. Around 60% of respondents don't think that within the ETF, people can openly discuss mistakes in order to learn from them, which is a crucial aspect for an innovative (and learning oriented) culture. Possibilities to be involved in job rotation; job shadowing; sabbatical leave; or mentoring activities that facilitate reverse learning, are not supported by policies, or when this the case, it only happens sporadically (such as the case of sabbatical leave), or is only accessible for certain categories of staff.

4.8 Apply systems and learning technology

The most significant enablers for just-in-time learning are technology platforms and applications supporting L&D. Examples include next-generation learning-management systems, virtual classrooms, mobile-learning apps, embedded performance-support systems, polling software, learning-video platforms, learning-assessment and -measurement platforms, massive open online courses (MOOCs), and small private online courses (SPOCs), to name just a few. The following can be concluded based on the review:

Key finding 14: Despite of several efforts the ETF still did not manage to have a good knowledge management system in place

A previous evaluation of the in-house knowledge management strategy of the ETF in 2014 already recommended ETF to bring their 'house in order' finding a direct solution for the wide fragmented (and not connected) databases, assuring that information can be stored and retrieved in a coherent way[15]. It was indicated that, ignoring such a basic requirement for organising ETF knowledge undermines further steps implementing the knowledge management strategy, because people continue to be frustrated and tired about the inability to use of the system and it is damaging the trust and reputation of knowledge management.

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[15] ICON-institute (2014). Final Report. Evaluation of Knowledge Management Innovation in ETF Operations

The review shows that the situation did not much change to the positive. Respondents still indicate that knowledge and experience are not well documented and that it is not easy to find documents. There is hardly any explicit procedure for documentation, and knowledge is not systematically stored and made accessible to others in ETF. ETF documents are still more easy to find using the external ETF website. This is confirmed by the survey with around half of respondents indicating that you cannot trust colleagues to store most important project documentation in the right place (document system / folder structure for projects).

Key finding 15: No central place where staff can record and share their learning experience or can upload their portfolio of expertise

ETF staff enter their ITR and all required information and supporting document in Allegro (an online platform). This platform also includes a learning calendar of ETF. This system does not capture individual progress or results of learning, or personal learning biographies and expertise developed. There is no central system where staff can upload their portfolio of expertise and skills developed, that is also visible and search able for colleagues and management.

Key finding 16: The experience of COVID-19 makes that ETF should rethink their strategy on integrating the virtual way of working and learning into ETF workplace
The survey amongst ETF staff shows that online learning courses is one of the most mentioned learning activities/ resources staff undertook/used in the last 3 years. This has even become more important in times of COVID-19 lock down measures, forcing ETF staff to work at home. During this period online training possibilities were posted by HR, encouraging ETF staff to follow online training. Nevertheless, this online offer did not replace all leaning activities that normally take place within ETF. In the Post- COVID-19, the ETF and management will have to reflect systematically on what ETF has learned, assess what practices worked and what didn't work during the pandemic, and decide which of those will be embedded sustainably with ETF. During COVID-19-crises has 'nudged' employees to adopt a remote working & learning mindset to make remote work simple, using online communication platforms such TEAMS, ZOOM and Skype for Business. This will provide fertile ground for introducing online learning systems and learning tools to ensure that the all staff will acquire the (digital) skills to get the (remote) work done, communicate with one another and share knowledge and experiences, and collaborate with relevant stakeholders outside of the organization.

4.9 Execute and scale effectively

L&D functions often face an overload of initiatives and insufficient funding. L&D leadership needs to maintain an ongoing discussion with business leaders about initiatives and priorities to ensure the requisite resources and support. Many new L&D initiatives are initially targeted to a limited audience. A successful execution of a small pilot, such as an online orientation program for a specific audience, can lead to an even bigger impact once the program has experienced an organization – wide roll out. The program's cost per person declines as the organization benefits from economies of scale.

Key finding 17: Limited examples of lessons learned were mentioned during the review that serves as good practice or example for another department or unit

Since organizations are made of people, the only way the organisation can learn is through its members. Often good practices are stored in files, databases and repositories but fail to be embedded in the organizational culture – e.g. by storytelling – and in the work processes. When information and knowledge about good practices is captured and stored for future use, it's not really a 'lesson' until it has the potential for change within the organization. However, the

great fallacy about good practices is that if everyone is following good practices, there is no competitive advantage and good practices become 'average'.

4.10 The value of learning created

An important yardstick is whether L&D activities are effective, creating long term value for the organisation. As indicated in Section 4.5, ETF is regularly evaluating the training in which ETF staff have participated, but the assessment stops at level 2 of the Kirkpatrick model (appreciation of learning, but not the value of learning). Moreover, it was concluded that the progress on *acquiring* the required skills in relation to the job, is not captured and saved for monitoring purposes (in relation to goals).

Nevertheless, the review shows that ETF staff generally provide positive feedback on the value created of the L&D activities supported by the ETF in the last three years (see table 9 in Annex). The majority of respondents indicate that they have deepened their level of expertise in their thematic field/ topic (58% indicate this is the case to a (very) great extent); have broadened their expertise to other fields/ areas/ topics (49%). The majority also indicates that the skills acquired are helpful for carrying out their tasks and duties (57%) and allowed them to better perform in their work (60%). Interestingly, a large group also indicate that they share what they have learned during their work with colleagues (55%).

5.Conclusions and recommendations

In this chapter we present the main conclusions of the assessment and propose concrete action points for improving the delivery of L&D within the ETF, taking into account the needs and requirements of the ETF given its scope and size of the organisation, and the need to have practical 'hands on-advice'.

Asking ETF staff to provide an overall assessment on the performance of the learning and development services, tools, instruments and opportunities of the ETF, delivered a mixed picture. Around one third of respondents consider the performance as poor to very poor, while a similar group considers the performance as good to excellent. Almost half of staff assess the performance as average. No significant differences are reported between supporting staff and thematic experts/ country coordinators, while management is more positive about the overall performance.

Figure 5.1   ETF staff overall opinion on the performance of the learning and development services, tools, instruments and opportunities of the ETF (Nvalid = 71)
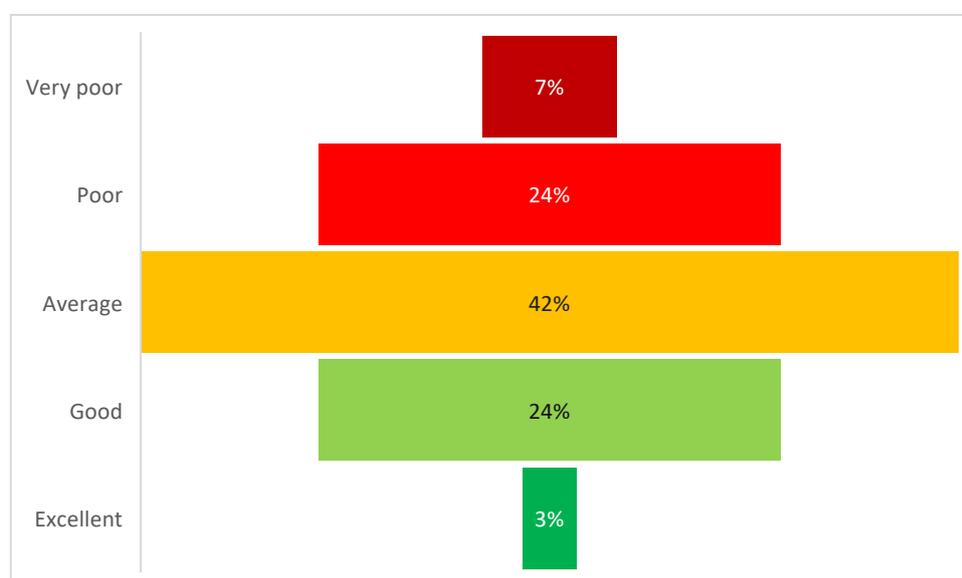
Source: online survey on L&D amongst ETF staff (2020)

Looking into more detail on specific aspects of L&D services (see table 7 of Annex 3), one notices that overall respondents are positive about the content of the training offered (organised by ETF, as well outside ETF), but less about other opportunities that foster learning and development (such as opportunity to do research; teach; mentoring; job rotation; and sharing knowledge with colleagues) and guidance and support in Learning and Development. Slight differences are reported between the group of supporting staff and the group of thematic experts/ country coordinators, with the first group being slightly more positive about the content of training, but more critical on time available for learning; their assessment on whether L&D is inclusive; transparency in decision making on ITR; whether colleagues help each other to learn; the possibility to pursue new opportunities; opportunity to share ideas; and guidance and support of HR. Management is generally more positive about the L&D services, tools, instruments, and opportunities. The review shows that ETF staff generally provide positive feedback on the value created of the L&D activities supported by the ETF in the last three years.

Recommendation 1: Improve the alignment of L&D with the business strategy

The study concludes that L&D is guided by a set of administrative rules which cannot easily be transformed into a policy or strategy. There is no structural dialogue on the alignment of skills needed and L&D activities supported. Learning is mainly left to the individual initiative, and is not much strategically guided by (line) management or organised in a collective manner. Collective learning needs are mainly discussed between managers and HR, and staff members are not involved in a systematic manner. In order to improve the alignment of L&D with the business strategy the following action points should be reconsidered.

- Make L&D a pillar of the HR strategy and related action plan, that is aligned to the ETF 2021-2027 strategy. Consider using the 9 presented dimensions of the ACADEMIES framework (see figure 2.1) for describing the strategy and action plan: including a description of the current state of development per dimension and where the organisation wants to be in the future, including actions that facilitate the transition, with a concrete timeline.
- Engage staff (representatives; such as the staff committee) in the development of the L&D section in the HR strategy and related action plan.
- Allocate and label a significant (or minimum) share of the current budget for L&D to current and future ETF training needs & skills (for re-skilling and up-skilling) assuring that budget is focused on the (strategic) training needs and requirements (based on ETF strategic priorities, Training Needs Analysis and gaps analysis).
- Facilitate a structural dialogue on collective learning between team members at team/ unit/ department level (collective needs analysis with colleagues; defining learning objectives connected to people management; implemented group activities; reverse learning between colleagues; mentoring), as well as cross-departmental learning (exchanging staff/ job shadowing etc.). This is especially relevant in case ETF is going to work more in self organised teams (often not directly linked to units/ departments) making L&D responsibilities more decentralised.

Recommendation 2: Strengthen line managers role coaching ETF staff.

The study concludes that management is generally supportive towards individual learning requests, but at the same time that participation in learning is mainly up to the individual initiative. This makes that L&D is less inclusive for those who do not seek out learning activities pro-actively and having clear ideas what to learn and how to develop to improve their performance in their current job, or to make the next career step. These learners are not systematically guided in their learning process by their line manager. Line managers are also not assessed on their contribution to L&D in their department and unit, so no clear development goals are set at management level; just as they are not trained to mentor or coach staff in a structured manner.

- Strengthen line managers role coaching ETF staff in their L&D (train & coach them; provide tools; make them accountable for L&D activities; reduce the span of control of line managers).
- Make L&D inclusive for those that are not pro-active and do not have clear ideas about their learning needs and career path.

Recommendation 3: Establish co-ownership between departments and HR

Currently L&D responsibility is moved around between line managers, the Strategic Development Department and HR, posing challenges for HR to define and perform their role as trusted business partner in L&D. In order to strengthen the HR function, the following action points should be reconsidered.

- The HR strategy is a shared responsibility of managers, staff and HR unit (HR function). Move HR role upwards from being administrative experts (e.g. deliver efficient and effective HR processes in compliance with the rules) towards taking up a role as strategic business partner. Thereby focusing on aligning HR and L&D strategies and practices to the goals of the units of ETF. The goal is that L&D and line managers – and their unit, department - will 'grow together'.
- Create an 'embedded HR function' being more visible in operations/strategic department and work close to the business (and not in isolation). Even better is that L&D specialists also contribute to the core business of ETF (occasionally being part of projects). In this way HR people get a clearer view on what the work is about and on relevant world issues, thus becoming more trustworthy and knowledgeable partners in the co-operation with the experts. At the same time ETF specialist in the activity area on skills assessment, could also be engaged in assessing the skills gaps (providing input on concepts and methodology. See also recommendation 4). HR could facilitate discussions with teams and units, identifying collective learning needs, instead of being engaged only in a dialogue with managers.
- Asses the skills of the HR unit corresponding to their new strategic role. To stay relevant, the HR function will need to keep updating its skill profile - e.g. by reskilling and upskilling.
- The physical location of the HR department must be reimagined to indicate that they are part of the policy making and decision-making unit instead of being located somewhere in the periphery of the ETF organization.

Recommendation 4: Assess the skills gaps

The assessment shows that there is not structured process in place that can track and analyse the skills ETF staff already have — and those they may need soon, supported by a digital system. Therefore, the following action points should be reconsidered.

- Engage ETF staff in a constructive dialogue on personal learning needs in relation to ETF learning needs, business goals and strategies (i.e. in an engaging manner implies 'to take both the input of the ETF staff *and* the advice of the L&D seriously').
- Develop a process and a supporting (digital) system (or in its simplest form a spreadsheet) that can track and analyse the skills staff already have — and those they may need soon. This process can be broken down in four steps
  - *Make an inventory of ETF staff dynamic skills*. Consider the skills ETF needs and categorise these, and subsequently make an inventory of ETF staff skills (functional related to activity areas; technical and soft skills related to core services) and the level of skills (novice; advanced beginner; experts to master). It is important to look beyond job titles and identify skills set that could be relevant for different jobs or job families (see also recommendation 5 on learning pathways).
  - *Organise your inventory*. Organise the basic inventory and make it searchable. Several tools can be used such as an app of PWC on micro learning and macro learning, but also a simpler spreadsheet[16]

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[16] See: https://www.pwc.com/us/en/products/digital-fitness.html

- *Analyse your skills*. With the data in place you can begin analysing it. This can be simple (comparing rows on a spreadsheet) or more complex (using people analytics or apps to find and assess certain skill sets). The goal here is to gain insight into where your employees' skills are the strongest, where they're thin, and where the gaps are.
- *Plan for the future*: Once you've built an inventory and analysed your people's skills, you can start planning for the future. Trying to gauge the skills your organization will need two to three years down the road with a few viable scenarios

Recommendation 5: Design learning journeys

The review shows that within the ETF learning pathways that support the professional development of ETF staff are missing. Moreover, personalized learning depending on role, position and learning needs is not made explicit. Therefore, the following action points should be reconsidered.

- Defining a number of learning pathways that enable staff to make clearer choices about which formal (Learning Calendar) and informal (teamwork, knowledge sharing, deployments, stretch assignments, staff rotation and mentoring) learning activities to follow and for what purpose. If this development is not facilitated, there is a risk that staff will define their learning needs based on their own views, rather than through a consultative process with ETF management. These learning pathways can be organised along 'job families'/ roles of the ETF (such as research; policy advice; networking; manager; communication; finance and procurement; human resources). For every job family/ role different archetypes of maturity can be defined (novice; advanced beginner; expert; master and guru) that can be described in term of skills, experience, and level of autonomy needed to make gradual steps and quick wins in their professional development. Defining learning pathways requires an annual exchange of long-term learning goals between staff and their managers, fostering not only individual learning, but organizational learning as well.
- Rethink the current T-shape model within the ETF, having experts that are further specializing themselves in this same topic during their career, towards a M-shape model with experts that specialize themselves in different areas. People with a *M-shape skill* need depth in different areas of expertise. They need to 'jump the curve' several times during their career, supplemented with targeted on-the-job development and upskilling to stay relevant.
- Learning should be personalised, since persons differ in their position, expertise areas, roles, level of seniority, learning styles, and needs (based on job families). Make an inventory of learning opportunities within ETF and beyond based on current ITR and define the corporate curriculum and share experience of colleagues that took part in the learning activities.

Recommendation 6: Measure impact on organisational performance

Since there is no ETF L&D strategy, there is no monitoring of the impact of L&D contribution to ETF performance. Therefore, the following action points are recommended.

- Define Key Performance Indicators (KPI) at individual, project, department and organisation level to measure the relationship between budget and time spent on L&D and achieving the objectives of ETF (such as budget directly allocated to learning priority areas at organisation level linked to ETF strategy, or organisation development projects to assure a change in skills and behaviours).
- Assess the value of participating in learning and development activities (going beyond level 2 of Kirkpatrick model) assessing whether ETF staff are utilizing what they learned at work (e.g., change in behaviours), and has a positive impact on the organisation. This

> could be part of the self-assessment report of ETF staff and discussed during the performance review. More specifically, such an assessment should also capture how knowledge and skills developed, by taking part in L&D activities, are shared within ETF and facilitated by the knowledge infrastructure of the ETF.
> ○ Use this monitoring information for structured dialogue on L&D within ETF.

Recommendation 7: Make L&D interventions integral part of the HR agenda

The review shows that L&D does not have a strong connection to the annual performance review, and (line) managers are not much reviewed based on their L&D investments, as well as how they support colleagues in their L&D. Therefore, the following action point is recommended.

> ○ Make L&D an integral part of the HR agenda, and make L&D more explicit in recruitment, onboarding, performance management, promotion, workforce. Strengthening connection of L&D to annual performance reviews and provide a structured approach and follow-up to performance-management practices. Awareness should be raised amongst managers that staff should not only be assessed on their L&D effort, as well as on how they contribute to L&D of other ETF staff.

Recommendation 8: Broaden the scope of learning and strengthen knowledge sharing

L&D is primarily seen as training. Other type of learning like group learning; team learning; organisational learning as well as knowledge production (by doing research); knowledge management and sharing (including teaching) is beyond the scope of this approach. In addition, organizational culture could be strengthened, stimulating knowledge exchange, and more specifically knowledge sharing between departments. No procedures in place which facilitate that learning experiences are further spread in the organisation. Therefore, the following action points are recommended.

> ○ Consider doing research, publishing, and teaching as essential activities for further professionally developing ETF staff and ETF organization as a knowledge hub
> ○ Facilitate work-based learning and knowledge exchange between colleagues.
> ○ Learning professionally requires more than mutual or inter collegial learning. It demands networking and being active in communities beyond the organisation; beyond the EU organisations it requires learning in mutually inspiring networks of professional and academic organisations in all relevant domains, countries, continents and disciplines. ETF should create space facilitating this (job rotation within and outside ETF; sabbatical leave).

Recommendation 9: Apply systems and learning technology

The review shows that despite all efforts the ETF still did not manage to have a good knowledge management system in place. There is hardly any explicit procedure for documentation, and knowledge is not systematically stored and made accessible to others in ETF. An online learning system with a learning calendar as well as where ETF staff can upload their portfolio of expertise and learning biography is not available, and limited use is made of online learning tools. Therefore, the following action points are recommended.

> ○ "House in order": bring the storage, retrieval and distribution of information and knowledge in order.

- Set requirements for staff which basic project and client information should be stored on central/corporate level and in what folder structure (this means that forceful decisions should be taken).
- Reconsider developing a searchable information system with portfolios of staff with expertise and learning experience, that can be used for identifying the inhouse skills and talents available, as well as identifying future learning needs.

Recommendation 10: Provide room for small experiments and pilots and promote L&D

Limited examples were mentioned during the review that serves as good practice or example for another department or unit. Therefore, the following action points are recommended.

- In order to continuously adapt and renew oneself through innovation and experimentation, provide room for experiments and pilots within project teams, units and departments on L&D by experimenting with team learning; mentoring; coaching; InterVision; reverse learning and mentoring etc. Evaluate these initiatives, determine the best learning, re-skilling and upskilling opportunities and, in case successful, scale up.
- In the Post- COVID-19 ETF organization, management will have to reflect systematically on what ETF has learned, assess what practices worked and what didn't work during the pandemic, and decide which of those will be embedded sustainably with ETF.
- Reconsider making 2022 the year of learning, development and innovation for implementing the ETF 2021-2027 strategy, supporting different experiments and pilots (right after the year of restructuring).

In conclusion

During the review it was expressed that it is important to present some practical 'hands on - advice' that ETF will be able to implement and/or pilot within a short time frame. Some of the recommendations, as presented above, are more practical and could directly be translated into action, while other recommendations could be followed up later.

One of the action points that was considered as a potential catalyst for strengthening L&D was the introduction and development of 'learning pathways' within the ETF, being part of career development policies and as a tool for managers and staff to give direction to their career development. These learning pathways will enable staff to make clear choices about which formal and informal learning activities to follow up and for what purpose. This implementation process includes several challenges. First of all, it forces the ETF to think about what kind current and future skills they would like to see to be developed in line with the ambition of its strategy. Secondly, it resolves the problem that staff often define their learning activities based on their own assessment rather than through an interactive consultative process with ETF management (of HR). Thirdly, it provides line managers with a L&D supported tool to start up a dialogue with ETF staff on L&D (also with those that do not express their L&D need during the annual performance review). As indicated, these (personalized) learning pathways can be organized along 'job families'/ roles of the ETF. Develop learning pathways could offer a more a constructive, enjoyable, and engaging approach of involving ETF staff in the learning needs analysis, instead of collecting the learning needs and skills available by ticking the boxes within a set – 'a long list'- of skills.

Lastly, the ETF and management will have to reflect systematically in the Post- COVID-19 on what ETF has learned, assess what practices worked and what didn't work during the pandemic, and decide which of those will be embedded sustainably with ETF. During COVID-

19-crises has 'nudged' employees to adopt a remote working & learning mindset to make remote work simple, using online communication platforms. This will provide fertile ground for introducing online learning systems and learning tools to ensure that all staff will acquire the (digital) skills to get the (remote) work done, communicate with one another and share knowledge and experiences, and collaborate with relevant stakeholders outside of the organization.

Annex 1: Interview checklist scoping interviews

> **Analysis of learning and development for ETF staff (ETF staff interviews)**
> Ockham IPS is implementing a study/evaluation for the European Training Foundation (ETF) to assess the role of learning and development within the ETF in maintaining and developing the knowledge and skills of the ETF staff to effectively deliver on its mandate.
>
> In order to know more about ETF staff experience with learning and development within the EETF a number of staff members are interviewed. These interviews reflect on how ETF staff learn and develop during their career and how they are facilitated ion the process.
>
> This document includes a number of questions that should be addressed during the interviews. The questions asked will vary depending on the stakeholder type being interviewed.

Questions

1. Type of position within the ETF (and level of expertise and experience)?
2. How did your work in the ETF contribute to your own professional growth?
3. Could you please give some examples of the role of the ETF in this process?
   a. L&D Policy
   b. HR-unit
   c. Line manager
   d. Learning offer
   e. Work based learning
   f. Resources
4. What kind of people did you learn most of?
5. Could you please give examples of moment in which you contributed to professional growth of others within the ETF?

Effectiveness

6. How is learning and professional development evaluated?
7. Could you give suggestions on how the ETF could optimize its contribution to the professional growth of its staff?
   a. Learning culture
   b. Supporting structures (HR unit / line mangers)
   c. Knowledge sharing
   d. Alignment need
8. What L&D activities are undertaken in recent years (the past 5 years (2013 – 2019))?
9. How are training needs mapped (individual; department, and organisation level)?
10. How does this inform the learning and development strategy/ approach?
11. How is the syllabus of course / training work developed?
12. What is the current offer ('learning calendar')?
13. How are decisions taken on participation in L&D activities? How often are requests declined and for what reason?
14. How is L&D distributed across different forms of learning (see categories in question 6)?
15. To what extend are innovative learning solutions applied (online provision)?
16. To what extent is learning a part of day-today work of ETF staff (allocation of time and support from management)

17. To what extend is learning and development aligned with individual needs? How useful do staff consider the learning and development possibilities?
18. Is learning inclusive for all? To what extent does staff participate in learning and development? Is there any disbalance? Are there any barriers to participation?
19. What performance indicators are formulated for the HR-unit and departments for measuring its performance on L&D? And what about L&D impact on ETF (productivity; impact; 'client' satisfaction; career progress; staff turnover, etc.)?
20. Are there any good practices of departments/ units particularly doing well? What make these successful? Could these practices be scaled up?
21. What factors are stimulating and/or hampering the effectiveness of the L&D policy?

Efficiency

22. Which roles and responsibilities are defined for implementing the L&D approach?
23. What is the reputation of the HR unit?
24. How was the implementation on L&D activities managed? Has the implementation been sufficiently supported by change management, training and communication?
25. What resources (human resources, money) were dedicated to the implementation of L&D activities?
26. Are the resources in line with the strategic orientation of ETF?
27. To what extent are the resources adequate for organising / conducting the L&D activities?
28. What is the role of managers in the L&D approach? Is there co-ownership between ETF units or departments and HR? How effective is their role in stimulating L&D?

Recommendations

29. If you want to change one element in how L&D is organised within the ETF, what would that be? What needs to be done to change the situation?

Annex 2: Interview checklist ETF staff

Analysis of learning and development for ETF staff (ETF staff interviews)

Ockham IPS is implementing a study/evaluation for the European Training Foundation (ETF) to assess the role of learning and development within the ETF in maintaining and developing the knowledge and skills of the ETF staff to effectively deliver on its mandate.

In order to know more about ETF staff experience with learning and development, a selected number of staff members will be interviewed by phone/ online. These interviews reflect on how ETF staff learn and develop during their career (learning biography); how they are facilitated or hampered in this process; and suggestions on how the ETF could optimise its contribution to the professional growth of its staff. Besides interviewing a selection of ETF staff members, an online survey will be conducted among ETF staff.

This document includes a number of questions that should be addressed during the interviews.

Questions

1. Type of position within the ETF (and level of expertise and experience)?
2. How did your work in the ETF contributes to your own professional growth? What were decisive moments?
3. Could you please give some examples of the role of the ETF in this process? (think about procedures; HR-unit; line manager; colleague(s); training/ course offer; career guidance; work-based learning; resources)? What stimulates and hampers this process?
4. What kind of people did you learn most of?
5. Could you please give examples of moments in which you contributed to professional growth of others within the ETF?
6. How is (the value of) learning and professional development captured / evaluated?
7. Could you give suggestions on how the ETF could optimize its contribution to the professional growth of its staff?
    a. Learning culture
    b. Supporting structures (HR unit/ line mangers)
    c. Procedures (need assessment; career talks; annual performance review; individual learning requests, etc.)
    d. Training / course offer
    e. Work-based learning (integrating learning in daily work; reverse learning; collective learning)
    f. Knowledge management
    g. Other
8. What skills are needed to succeed in your job now and future? What are the implications for your learning & development needs?

Annex 3: Tables survey outcomes

Table 1: The learning and development policy of the ETF identifies a number of objectives. Please could you identify to what extent you think the below mentioned goals are (already) reached? (Nvalid varies per statement, ranging from 77 to 78)

	Not at all	Very little	Somewhat	Quite a bit	A great deal	Don't know
Learning and development activities are tailored to ETF needs and priorities	5%	16%	42%	20%	16%	3%
(Formal) training is organised in such a way that it is effective	3%	15%	35%	30%	15%	3%
On the job learning is organised in such a way that it is effective	12%	30%	30%	16%	8%	5%
Managers promote an environment which supports on the job learning, collaborative working and knowledge sharing and help their staff to learn	6%	18%	35%	18%	19%	4%
The criteria upon which access to training (and special leave and financial support) can be granted - on the initiative of the staff member - are clear and objective	9%	16%	29%	20%	18%	9%

Source: online survey on L&D amongst ETF staff (2020)

Table 2: To what extent do you agree – disagree with the following statements on strategic leadership on learning and development within the ETF? (Nvalid varies per statement, ranging from 75 to 77)

	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree	Don't know
Within the ETF, there is clear consensus on the key competences of ETF needed in the future (i.e. the organisational strengths in terms of skills and competences)	13%	46%	22%	16%	0%	4%
Management aligns learning and development activities for staff to the strategic goals of the organisation and capability gaps	10%	30%	30%	23%	3%	4%
Management is clearly communicating the benefits and values of learning and development practices to ETF staff	7%	28%	30%	26%	7%	3%
Management generally supports individual requests for learning opportunities and training	0%	5%	18%	46%	26%	5%
Management shares up-to-date information with staff about EU and international development trends	9%	19%	36%	31%	1%	4%
Management shares up-to-date information with staff on organisation direction	7%	12%	31%	43%	7%	1%

Management mentors and coaches those they lead	16%	22%	30%	21%	5%	5%
Management continually looks for opportunities for ETF to learn	14%	18%	43%	16%	4%	5%

Source: online survey on L&D amongst ETF staff (2020)

Table 3: To what extent do you agree - disagree with the following statements with regards to potential organisational barriers to learning and development you experience within the ETF? (Nvalid varies per statement, ranging from 74 to 75)

	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree	Don't know
ETF staff can get sufficient financial resources to support their learning	1%	16%	25%	35%	15%	8%
ETF staff are given sufficient working time to support learning	4%	26%	26%	35%	8%	1%
Within the ETF there is sufficient knowledge sharing between ETF departments and units	12%	41%	29%	16%	1%	0%
Existing organisational culture provides sufficient support for sharing practices	11%	35%	31%	21%	1%	1%
Learning and development opportunities are inclusive (equally available for all ETF staff)	8%	37%	16%	26%	8%	5%
Decision about (non)approval of learning and development requests are transparent and clearly communicated	3%	15%	35%	25%	4%	19%

Source: online survey on L&D amongst ETF staff (2020)

Table 4: To what extent do you agree – disagree with the following statements on the learning culture within the ETF? (Nvalid varies per statement, ranging from 74 to 75)

	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree	Don't know
Within the ETF people openly discuss mistakes in order to learn from them	16%	44%	24%	13%	0%	3%
Within the ETF people identify skills they need for future work tasks	7%	29%	39%	20%	1%	4%
Within the ETF people help each other learn	4%	12%	38%	43%	3%	0%
Within the ETF there is sufficient freedom to pursue new opportunities/ activities/ roles	4%	32%	27%	32%	4%	1%
Within the ETF people create sufficient opportunities and time to share knowledge with their peers/ colleagues	5%	29%	32%	28%	3%	3%
Within the ETF there are sufficient opportunities to share ideas and issues in an informal way	1%	11%	24%	53%	11%	0%
Within the ETF people view problems in their work as an opportunity to learn	12%	32%	35%	17%	0%	4%

Within the ETF, learning from projects /missions/research/meetings is sufficiently captured at organisational level	12%	53%	20%	11%	1%	3%
Within the ETF, you can trust colleagues to store most important project documentation in the right place (document system / folder structure for projects)	19%	35%	23%	19%	3%	3%
Within the ETF people are rewarded for undertaking learning and development activities	8%	29%	40%	12%	1%	9%

Source: online survey on L&D amongst ETF staff (2020)

Table 5: Please flag which learning activities/ resources you undertook/used in the last 3 years and identify whether these were (partially) supported by the ETF or your own resources; and which learning activities/ resources you desired in the last 3 years, but were not supported by the ETF or your own. (Nvalid varies per statement, ranging from 74 to 75)

	Done, supported by ETF	Done, using own resources	Total	Desired, not supported by ETF or own resources
Learning on the job (project; assignments, etc.)	35	22	57	5
Training on job specific / technical skills (inhouse)	40	9	49	5
Conferences / events/ workshops	41	7	48	3
Online learning courses	29	18	47	1
ETF meetings (knowledge sharing)	42		42	1
Working in collaboration with other colleagues in a team	33	7	40	2
Learning from colleagues/ peers (inhouse)	27	13	40	2
Training on job specific / technical skills (outside ETF)	28	11	39	7
Training on soft skills (inhouse)	31	4	35	3
Professional networks, associations, and communities of practices (outside ETF)	21	14	35	3
Training on language skills (inhouse)	29	3	32	
Training on ETF systems, structure and policies (inhouse)	31	1	32	2
Mission/ field visit (outside ETF)	27	2	29	8
ETF internal documents	20	2	22	1
Online forums, external blogs, wikis, podcasts	9	11	20	1
Teaching/ instructing other colleagues/students/beneficiaries	13	6	19	2
Learning from colleagues / peers (outside ETF)	10	9	19	5
Learning from my manager	13	5	18	3
Training on soft skills (outside ETF)	8	8	16	6
Online access to scientific literature and journals (outside ETF)	9	6	15	4

Learning activities/ resources				
Training on language skills (outside ETF)	7	6	13	3
(Action) research	6	5	11	3
Bachelor/ master degree programme	3	5	8	2
Learning from mentor / coach (external from ETF)	3	4	7	4
ETF library	6		6	1
Learning from mentor/ coach (inhouse)	5		5	6
Short term job rotation/ reassignment (in-house)	3		3	5
PhD programme	1	1	2	2
Job shadowing (inhouse)	1		1	6
Postdoctoral programme			0	1
Short term job rotation/ reassignment (with jobs outside ETF)			0	11

Source: online survey on L&D amongst ETF staff (2020)

Table 6: Which learning activities/ resources you consider most (maximum 3) and least (maximum 3) helpful for your professional development in the last 3 years? (Nvalid varies per statement, ranging from 74 to 75)

Learning activities/ resources	Most	Learning activities/ resources	Least
Learning on the job (project; assignments, etc.)	39	Training on job specific / technical skills (inhouse)	12
Training on job specific / technical skills (outside ETF)	21	ETF meetings (knowledge sharing)	10
Learning from colleagues/ peers (inhouse)	19	Training on ETF systems, structure and policies (inhouse)	10
Mission/ field visit (outside ETF)	18	Training on soft skills (inhouse)	8
Professional networks, associations, and communities of practices (outside ETF)	17	ETF internal documents	8
Training on job specific / technical skills (inhouse)	14	Online forums, external blogs, wikis, podcasts	5
Working in collaboration with other colleagues in a team	13	ETF library	4
Training on language skills (inhouse)	11	Conferences / events/ workshops	3
Online learning courses	10	Online learning courses	3
Conferences / events/ workshops	9	Working in collaboration with other colleagues in a team	3
ETF meetings (knowledge sharing)	9	Training on job specific / technical skills (outside ETF)	3
Learning from mentor / coach (external from ETF)	8	Professional networks, associations, and communities of practices (outside ETF)	3
Training on ETF systems, structure and policies (inhouse)	7	Mission/ field visit (outside ETF)	3
Learning from colleagues / peers (outside ETF)	7	Teaching/ instructing other colleagues/students/beneficiaries	3
Learning from my manager	7	Learning from my manager	3
Training on soft skills (inhouse)	6	Training on language skills (inhouse)	2

Training on soft skills (outside ETF)	6	Learning from colleagues / peers (outside ETF)	2
Learning from mentor/ coach (inhouse)	6	Online access to scientific literature and journals (outside ETF)	2
Short term job rotation/ reassignment (with jobs outside ETF)	6	Learning from mentor / coach (external from ETF)	2
(Action) research	5	Learning from mentor/ coach (inhouse)	2
Bachelor/ master degree programme	5	PhD programme	2
Training on language skills (outside ETF)	4	Postdoctoral programme	2
Job shadowing (inhouse)	4	Short term job rotation/ reassignment (with jobs outside ETF)	2
ETF internal documents	2	Learning on the job (project; assignments, etc.)	1
Teaching/ instructing other colleagues/students/beneficiaries	2	Learning from colleagues/ peers (inhouse)	1
Online access to scientific literature and journals (outside ETF)	2	Training on soft skills (outside ETF)	1
Short term job rotation/ reassignment (in-house)	2	Training on language skills (outside ETF)	1
PhD programme	1	(Action) research	1
Online forums, external blogs, wikis, podcasts		Bachelor/ master degree programme	1
ETF library		Job shadowing (inhouse)	1
Postdoctoral programme		Short term job rotation/ reassignment (in-house)	

Source: online survey on L&D amongst ETF staff (2020)

Table 7: Did the total working time allocated by you to learning and development activities increase, stayed the same, or decreased since 2017? (Nvalid = 69(

Value	Percent	Count
Increased significantly	7%	5
Slightly increased	13%	9
Stayed the same	49%	34
Slightly decreased	15%	10
Decreased significantly	16%	11
	Totals	69

Source: online survey on L&D amongst ETF staff (2020)

Table 8: From your personal recent experience in the last three years, how do you assess the following learning and development services, tools, instruments and opportunities of the ETF? (Nvalid varies per statement, ranging from 64 to 69)

	Very poor	Poor	Average	Good	Excellent	Don't know / not applicable
Content of the training offer (organised by ETF)	3%	13%	35%	41%	3%	6%
Content of the training offer (based on individual learning requests)	1%	4%	22%	33%	19%	20%
Opportunity to attend conferences and events	4%	15%	23%	39%	9%	10%
Opportunity to do (action) research	9%	12%	15%	12%	2%	49%
Opportunity to teach colleagues or people outside ETF	9%	13%	16%	23%	2%	38%
Career management advice (HR unit)	53%	19%	9%	3%	0%	16%
Career management advice (line manager)	29%	19%	18%	21%	2%	12%
Guidance and support in learning and development (HR unit)	30%	30%	13%	16%	3%	8%
Guidance and support in learning and development (line manager)	25%	17%	25%	22%	3%	9%
Possibility to be involved in temporary job rotation/ reassignments	18%	25%	13%	3%	2%	39%
Possibility to make use of training leave / sabbatical	10%	12%	9%	16%	3%	49%
Possibility to share knowledge with colleagues / peers (within ETF)	3%	16%	31%	40%	7%	3%
Possibility to share knowledge with colleagues/ peers (outside ETF)	5%	23%	21%	26%	5%	21%
Mentoring by colleagues	15%	25%	21%	15%	0%	24%
ETF library/ intranet/ website	9%	23%	36%	8%	2%	23%
Cappuccino sessions	7%	6%	28%	40%	4%	15%
(Application) procedure for learning and development support by the ETF	6%	12%	35%	27%	5%	15%
Information on learning offer/ calendar within the ETF	5%	15%	35%	30%	6%	9%

Source: online survey on L&D amongst ETF staff (2020)

Table 9: Please specify your overall opinion on the performance of the learning and development services, tools, instruments and opportunities of the ETF? (Nvalid = 71)

Value	Percent	Count
Very poor	7%	5
Poor	24%	17
Average	42%	30
Good	24%	17
Excellent	3%	2
	Totals	71

Source: online survey on L&D amongst ETF staff (2020)

Table 10: To what extent do the following statements apply to your situation on how you (actively) search for learning and development opportunities, and the learning and development opportunities available to you in your current job?   (Nvalid varies per statement, ranging from 67 to 68)

	Not at all	Very little	Somewhat	Quite a bit	A great deal
I set learning and development goals on a regular basis	5%	19%	31%	27%	18%
I set learning and development goals together with my colleagues (in my unit and/or project team)	31%	25%	21%	21%	2%
I seek out learning and development opportunities actively	2%	13%	27%	34%	24%
I am proactive in seeking ways to improve myself	0%	6%	22%	41%	31%
I have a clear idea what to learn and develop to improve my performance in my current job or to make the next step in my career	2%	8%	33%	40%	18%
My job has given me chances to do what I am best at	9%	6%	34%	31%	21%
There is a chance of advancement in my current job	22%	28%	24%	21%	6%
My job has provided me a chance to do different things from time to time	3%	6%	34%	32%	25%

Source: online survey on L&D amongst ETF staff (2020)

Table 11: To what extent do the following statements apply to how your line manager supports you in your learning and development? (Nvalid varies per statement, ranging from 67 to 69)

	Not at all	Very little	Somewhat	Quite a bit	A great deal
My line manager discusses my learning needs/ gaps on a regular basis	18%	22%	28%	24%	9%
My line manager discusses the collective learning and development needs/ gaps at team level	25%	29%	27%	16%	3%
My line manager motivates me to learn and develop	13%	15%	31%	28%	13%
My line manager supports me in designing my 'learning journey' within the ETF	21%	31%	19%	18%	12%
My line manager provides sufficient opportunities to me to further develop professionally	9%	15%	39%	28%	10%
My line manager rewards my learning and development activities	14%	30%	23%	27%	6%
My line manager rewards my support to colleagues in their professional development	19%	16%	30%	27%	8%

Source: online survey on L&D amongst ETF staff (2020)

Table 12: To what extent do the following statements apply to your situation with regards the value created of learning and development activities of the ETF in the last three years? (Nvalid varies per statement, ranging from 58 to 66)

	Not at all	Very little	Somewhat	Quite a bit	A great deal
Learning and development activities supported, meet my professional needs	3%	21%	35%	35%	6%
I have upgraded my qualification level	33%	22%	21%	19%	5%
I have deepened my level of expertise in my thematic field / topic	3%	14%	25%	41%	17%
I have broadened my expertise to other fields / thematic areas / topics	8%	22%	22%	39%	11%
I have improved my soft skills (including communication; teamwork; problem solving; interpersonal skills, etc.)	8%	15%	39%	27%	11%
I have improved my language skills in a third language	24%	14%	28%	19%	16%
I capture/ record what I learn during my work (learning portfolio/ biography)	33%	17%	27%	19%	5%
The skills acquired are helpful for carrying out my tasks and duties	3%	2%	39%	32%	25%
The skills acquired allowed me to perform better in my job	3%	3%	34%	35%	25%
I share what I have learned during my work with my colleagues	2%	8%	35%	37%	19%
Participating in learning and development activities at ETF has enabled me to advance my career/move to another position	49%	18%	22%	10%	2%

Source: online survey on L&D amongst ETF staff (2020)

Table 13: How are you currently rewarded for learning and development within ETF? Please choose all that apply (Nvalid = 65)

	Percent	Count
Being acknowledged for learning undertaken	40%	26
None of these	39%	25
By getting more responsibilities (tasks/ roles)	22%	14
Being respected as an expert	17%	11
By a better reputation	14%	9
By improving opportunities to advance my career/move to another position/or being involved in new assignments	14%	9
Other - Write In	6%	4

Source: online survey on L&D amongst ETF staff (2020)

Table 14: In how many cases did your line manager approved your individual training request? Please specify your answer for (1) training organised and fully paid for by the ETF; and (2) ETF

support for training on your own initiative (partly paid). (Nvalid varies per statement, ranging from 59 to 66)

	All cases	Most of the cases	Around half the cases	A limited number of cases	None	Not applicable
Training organised and/or paid for by the ETF	59%	15%	5%	11%	2%	9%
ETF support for training on the initiative of staff (partly paid)	17%	12%	%	3%	9%	59%

Source: online survey on L&D amongst ETF staff (2020)

Table 15: What was the main reason for not granting your individual training request? More answers possible. (Nvalid = 20)

Value	Percent	Count
Lack of available budget	45%	9
Workload and lack of time	20%	4
Lack of relevance for the ETF	25%	5
Lack of relevance for the current job	10%	2
Lack of relevance for the career development	5%	1
The opinion of the L&D officer (HR unit)	30%	6
Other - Write In	30%	6

Source: online survey on L&D amongst ETF staff (2020)