



Business

Structured learning in business

New insights into continuing professional development
for training and development managers

A research report from
Rosetta Stone and
The CPD Standards Office

The CPD Standards Office
INDEPENDENTLY ACCREDITED CPD
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Contents

Executive summary	2
Research findings: professional development and learning in organisations	3
Talent management: trends and challenges	6
Where does CPD come in?.....	6
Harnessing CPD in your business: 3 Simple Steps	7
CPD in action	8
The benefits of a CPD-led approach	9
Language training as part of CPD can help businesses be 'global-ready'	9
Debunking the myth that language learning is for senior professionals	10
About the 'Professional development and learning in organisations' research	13
Bibliography	13

Tables

Chart 1: Professional development and training provided	3
Chart 2: Aligning L&D approach to achieve business objectives	3
Chart 3: Types of training	4
Chart 4: Approach of different organisation sizes	4
Chart 5: Accredited courses as part of CPD	4
Chart 6: Benefits of structured training programme	5
Chart 7: Importance of language training	5
Figure 1: Great ROI for Business Infographic	9
Figure 2: Relationship between achievement of learning a language and motivation	12

Executive Summary

This report from Rosetta Stone and the CPD Standards Office explores the role of structured learning in business. Drawing on research carried out with UK HR decision makers it examines the extent to which professional training is offered in organisations, the type of training and the benefits companies see of a structured training programme that accredits employees.



It reveals that businesses do recognise the need for professional development and training but don't always offer it. Of the majority that do (63%), 75% offer accredited courses as part of continuing professional development (CPD). There is an opportunity for many businesses to consider in more depth the role of learning and development (L&D) in supporting business goals—30% of HR experts said L&D needs to be better aligned with business objectives.

All respondents report benefits from structured training programmes with a huge majority believing that a structured training programme helps employees develop their skills, learn new skill sets and feel more confident about their work. With the increasing globalisation of business, six out of 10 businesses recognise the importance of languages through training, however, surprisingly such training is not widely offered as a CPD discipline. Where language training is offered the advantage of it is taken up largely by middle management and above.

With L&D budgets continually under scrutiny HR departments need to make informed decisions on the optimal way to provide and support training in their organisations. On-the-job experiential learning has gathered support in recent years with

the 70:20:10 concept for training suggesting that 70% of learning comes through experience, 20% from social learning and only 10% through formal learning approaches. Valuable though on-the-job learning is, these survey results reveal continued strong backing for structured learning. This can be as part of a hybrid method of training techniques that include digital-based learning. In previous research, Rosetta Stone found that two-thirds of executives agreed the future of language training lies in e-learning with 82% using a blended method of training delivery in their workplace.

As CPD provides benefits to employees and employers when delivered as part of a structured training programme, an overview of this accreditation method is given in this report, along with practical examples on introducing a CPD programme and an example of a successful implementation.

Research findings: professional development and learning in organisations

The CPD Standards Office and Rosetta Stone carried out research into the professional training offered by organisations in the UK. It sought to discover if professional training is generally on offer, the type of training available and perceived benefits of structured training that provides employees with accreditation, such as that gained through CPD.

KEY FINDINGS

1 Thirty per cent of HR experts say learning and development needs to be better aligned with business objectives

Professional development and training is valued but more can be done to support business goals. While businesses do recognise the need for professional development and training they don't always offer it—63% do, but a further 27% don't but realise they should. However nearly a third (30%) believe that improvement is needed to ensure their organisation's L&D approach is aligned to achieve business directives.

CHART 1: PROFESSIONAL DEVELOPMENT AND TRAINING PROVIDED

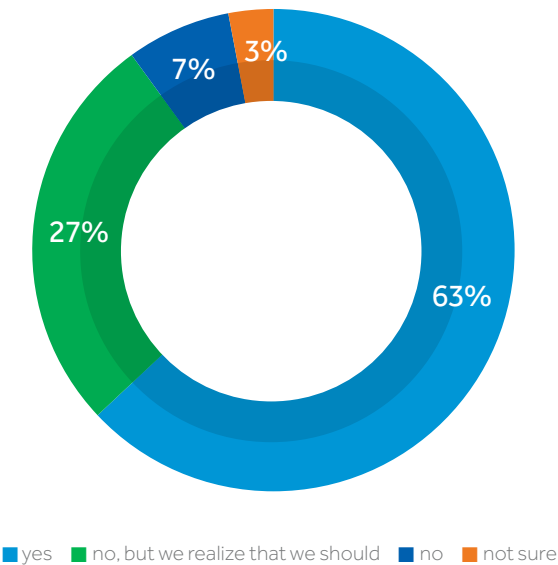
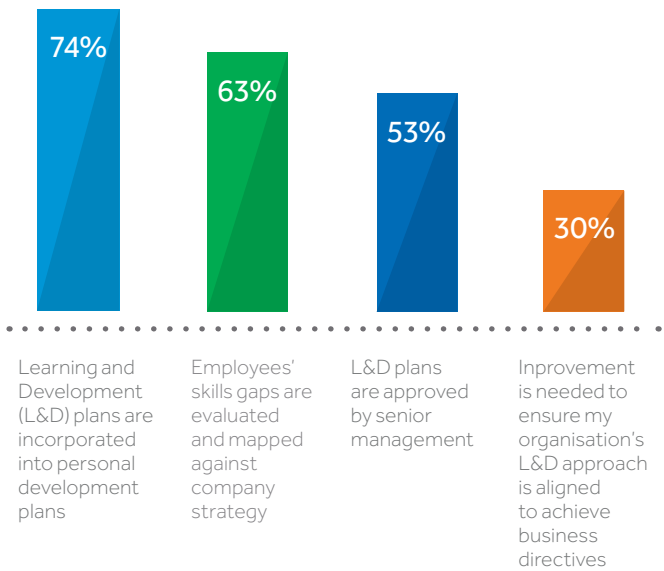


CHART 2: ALIGNING L&D APPROACH TO ACHIEVE BUSINESS OBJECTIVES



Research findings: professional development and learning in organisations

2 Three-quarters of organisations that do offer training and development take a structured approach

Results from the survey indicate that taking an accredited approach is favoured with 75% of organisations that offer development and training offering CPD.

3 Where you work affects the likelihood of you having access to CPD

Smaller organisations are more likely to offer development and training to their employees – 83% of organisations with between 501 and 1000 employees said they do. However when it comes to accreditation through CPD, medium-sized organisations (1001-3000 employees) – which ranked lowest in offering professional development and training in general – came out on top in offering CPD.

CHART 3: TYPES OF TRAINING

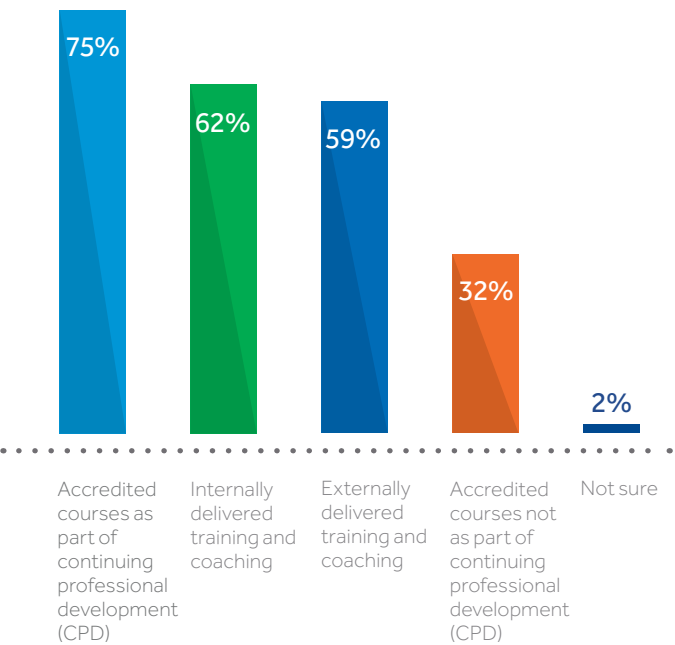


CHART 4: APPROACH OF DIFFERENT ORGANISATION SIZES

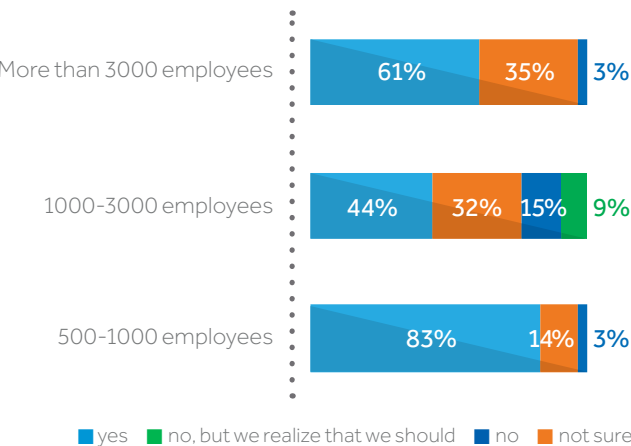
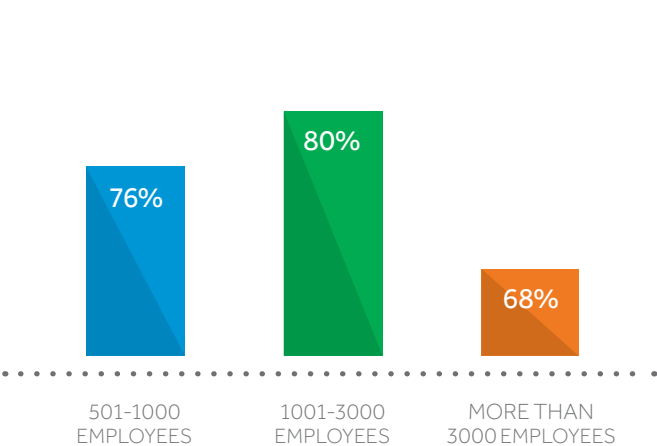


CHART 5: ACCREDITED COURSES AS PART OF CPD



Research findings: professional development and learning in organisations

4 All respondents report benefits from structured training programmes

In contrast to the experiential learning ethos of 70:20:10, 100% of those surveyed that offer professional development and training believe that a structured training programme has benefits; 87% of respondents believe employees develop their skills, 83% that they learn new skill sets and 71% that they feel more confident about their work.

5 With the increasing globalisation of business, six out of 10 businesses recognise the importance of languages through training

60% of organisations that offer professional development and training offer language training, with just over a third of all respondents (35%) offering it as a CPD discipline .

CHART 6: BENEFITS OF STRUCTURED TRAINING PROGRAMME

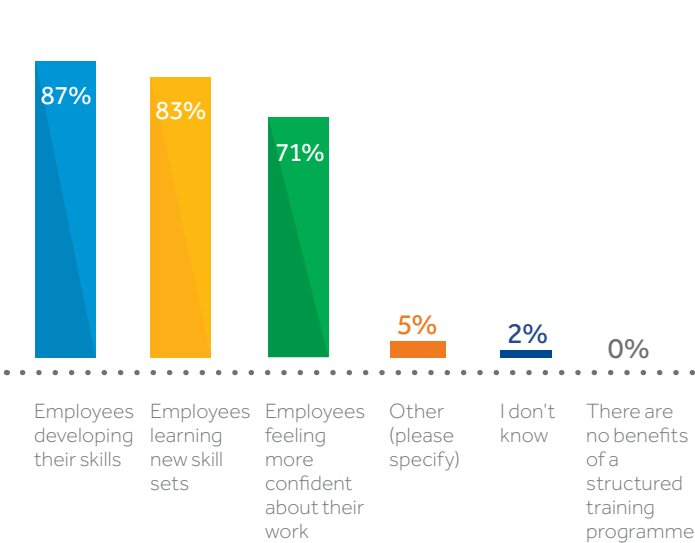
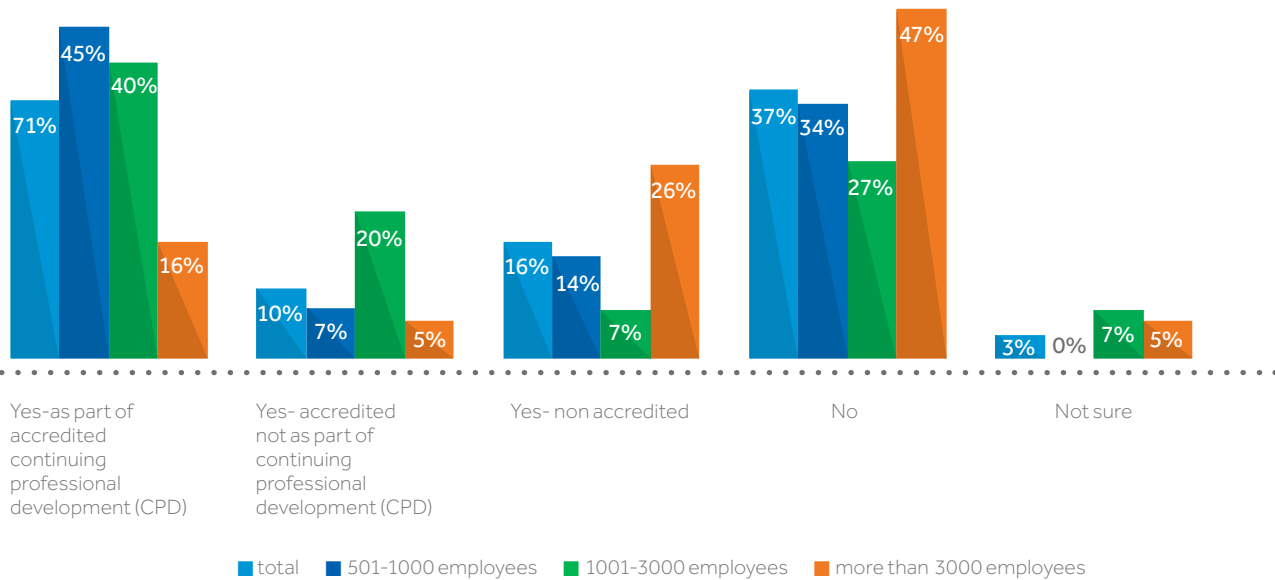


CHART 7: IMPORTANCE OF LANGUAGE TRAINING



Talent management: trends and challenges

Businesses and employees are under increasing pressure to deliver more, often without additional resource. For managers and team members focused on meeting targets and objectives, time spent on training and development can often feel like 'time out' that they can ill-afford.

Many businesses also have the added challenge of equipping their workforce to expand into new markets, to become an international, or global business. The challenge falls to HR or the L&D department to match company ambition for growth and expansion with skilled, trained and motivated employees prepared for the challenge.

"A structured and strategically aligned approach to managing talent is required with programmes that give employees access to the training and development they need to meet the business' goals," says DeShaun Wise, Director of HR and Global HR Business Partner, Rosetta Stone.

If teams, regions or departments are left to manage their own training and development, to the exclusion of any company-wide approach, it is harder to ensure training strategies are tied to business objectives and goals.

Where does CPD come in?

Continuing professional development (CPD) provides a structured approach to workplace training and development. Its ethos is the intentional maintenance and development of the knowledge and skills needed to perform in a professional context.

CPD incorporates honing and building on current skills as well as learning new ones in order to expand a current job role or prepare for the next career stage. It helps individuals stay up-to-date in their professional knowledge and gives companies the benefit of the continuing refresh of their employees' skills plus credibility as a professional organisation.

The CPD Research Project estimates 5 million professionals are required to undertake CPD training every year which equates to 13% of the UK's workforce. Most professions now have some form of CPD obligations for members with professionals in regulated industries such as the law, healthcare and accountancy having to maintain their CPD to retain their licence to operate.

CPD is therefore crucial for many professionals. Access to structured accredited training through CPD at work gives employees a development path and companies and organisations a constantly developing workforce.

Continuing Professional Development (CPD) is:

- The intentional maintenance and development of knowledge and skills needed to perform professional responsibilities
- The honing of current skills
- The development of current skills to a new level
- The learning of new skills.

“*Continuing, because learning never ceases, regardless of age and seniority; **professional**, because it is focused on professional competence in a professional role and **development**, because its goal is to improve personal performance and enhance the individual's career.*”

Amanda Rosewarne
Director of CPD Accreditation
and Research



For further reading on strategic talent management download the **whitepaper**

'Driving Global Readiness: A Road Map' and toolkit



Harnessing CPD in your business: 3 Simple Steps

Step 1 – Understand CPD

CPD is a structured lifelong learning process. Individuals undertake it to keep their professional qualifications from becoming obsolete, and to keep up to date with emerging and relevant information within their sector. It means undertaking a variety of training and learning activities regularly. These can include learning activities online such as e-learning, webinars and podcasts, as well as face-to-face attendance at training courses or conferences.

Overall, CPD aims to ensure best practices across a given profession or organisation and a strong and high quality of work. It also helps ensure the general public, or client organisation, gets excellent informed service—for example, accountants undertaking regular tax updates are able to deliver an accurate and informed service to their client that is in line with current legislation.

Businesses and organisations should support and nurture employee CPD, as anecdotal research has demonstrated that organisations who harness CPD and encourage a positive learning environment have higher levels of productivity and staff retention. In addition, businesses with a CPD strategy are stronger within their markets, and tend to stand out from the crowd in competitive sectors.

Step 2 – Take advantage of the opportunities of digital CPD

The areas of study or topics within CPD can be sector-specific, technical, or general skills such as management or communication, and this can include language learning.

As businesses are becoming ever more connected digitally across the globe through websites and social media, the demand for CPD activities to be undertaken online is increasing exponentially year on year.

'Digital CPD' has the ability to reach all corners of the globe, making it increasingly accessible. In the digital environment, language barriers are a challenge. As international trade continues to flourish, CPD in the form of language training is becoming increasingly relevant and valuable.

Step 3 – Integrate language learning within CPD and stay ahead of global competition

Non-English-speaking developing economies are the fastest growing across the globe. Language skills are therefore of increasing importance, and are beneficial and effective across all areas of business. The value of language learning does not just enable worldwide communication, but also the understanding of different cultures and therefore supports engagement in professional relationships around the world.

Digital and easily accessible training, incorporating language learning and support within employee development programmes, help businesses stay competitive and grow in an increasingly global marketplace.



CPD in action

With over 1,500 professional bodies and regulators in the UK alone, all with CPD and lifelong learning policies, CPD requirements are expected across all industries and vertical sectors.

In regulated sectors where professionals must have a formal licence to practice, CPD is a mandatory practice, and individuals must keep an annual CPD record of their ongoing training and learning activities. They are required to submit their CPD record annually, and these are subject to regular audits, where committees can ultimately strike off a professional individual if they are deemed unfit to practice.

As part of their CPD record-keeping, individual professionals must demonstrate that they have undertaken a range of training and learning activities over time covering a variety of skills and knowledge areas. They are generally not allowed to draw all their CPD requirements from one piece of training—so for example, attendance at one conference a year is not sufficient to meet formal CPD requirements.

A great example of CPD within healthcare is seen within primary care trusts, namely hospitals; in this environment there are a variety of healthcare and medical professionals including nurses, doctors, surgeons and midwives.

Professional groups tend to be members of multiple professional bodies and regulators. Nurses, for example are often members of the Royal College of Nursing and are regulated by the Nursing and Midwifery Council (NMC), whereas surgeons can be members of the Royal College of Surgeons (RCS) and are regulated by the General Medical Council (GMC).

Each regulator has different CPD requirements, and it is the hospitals' responsibility to ensure that they deliver training that covers a range of medical knowledge and business skills to meet the CPD requirements, and to deliver exceptional patient-centred care.

The CPD Standards Office is working with a London-based educational primary healthcare organisation, who is currently focusing a proportion of their CPD training activities on front-line conversations for patient-centred care. This is a practice currently encouraged within the NHS, as it is considered critical that the patient is central to treatment, not a medical professional's view. In this situation, various medical professionals, management and support roles work together making decisions and having critical conversations around a patient's bedside to ensure the best possible care and prognosis. In this context, there are multiple professions - nurses, doctors, hospital

porters, surgeons, midwives—all with CPD requirements and generally, within healthcare at every level, individuals are from a variety of countries and cultures with varying languages as their mother tongue (Gale, 2013).



The benefits of a CPD-led approach

CPD helps employees keep their knowledge and skills up to date, can be a path to them gaining academic qualifications and professional credentials, and ensures that the standard of their existing qualifications and registrations is maintained. It helps build employee confidence and credibility, gives them access to a collaborative community and professional networking opportunities, and helps them advance their career.

For employers, CPD gives a formal way of ensuring employees stay up to date and helps keep their business ahead. It ensures that standards across the company are high and consistent and workforce knowledge is expanded. It promotes greater employee engagement and commitment to job roles.

The CPD Research Project conducted research among membership organisations (such as professional bodies, trade associations and regulatory bodies) to understand attitudes towards and perceptions of the CPD they were required to do. It found three key conclusions:

- The inclusion of CPD on CVs improves career prospects;
- CPD promotes greater work engagement and commitment;
- There is scope for better understanding of the variety of learning activities that can be included in CPD.

Language training as part of CPD can help businesses be 'global-ready'

The Rosetta Stone and CPD Standards Office survey found 60% of organisations that offer professional development and training offer language training, with just over a third offering it as a CPD discipline.

With more organisations operating in more than one market and doing business across borders, not to mention having multiple international offices themselves, the need for business language proficiency has never been greater. In fact, an earlier Rosetta Stone survey supporting its 'Business Value in Languages' report revealed that 87% of polled executives from the UK and Germany identify there is more than one critical language in use in their organisation, yet almost two-thirds believe their employees need to improve their language skills.

A proficiency in language builds employee confidence in communicating across language divides, connecting with colleagues, customers and suppliers. For a business going global, there is a compelling set of benefits:

- **Productivity and business growth** – employees with language skills can communicate effectively with customers and partners in target international markets, resulting in more efficient, higher quality negotiations. 72% of polled executives in the UK and Germany believe language skills help increase sales opportunities. Furthermore, 68% said language skills help employee productivity.
- **Customer retention** – employees who can speak to customers in their own language will be able to build relationships and trust, and increase customer loyalty. 79% of respondents revealed that language skills help improve relationships with customers.
- **Motivation and engagement** – good quality employee training programmes demonstrate a commitment to staff. Employees who see benefits from this investment feel motivated and more engaged.

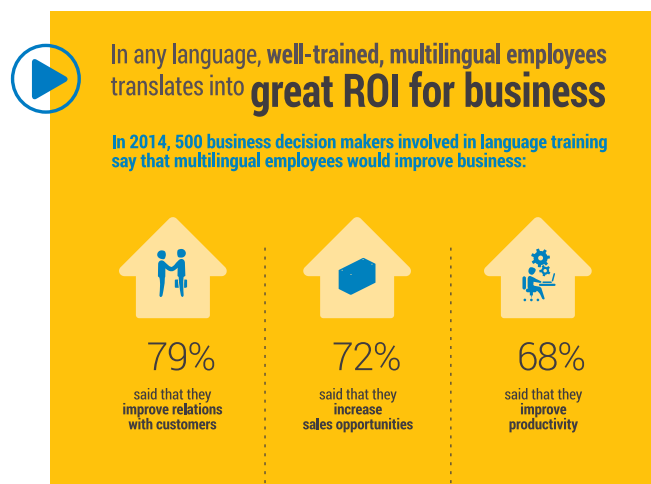


Figure 1: Great ROI for Business Infographic

Debunking the myth that language learning is for senior professionals

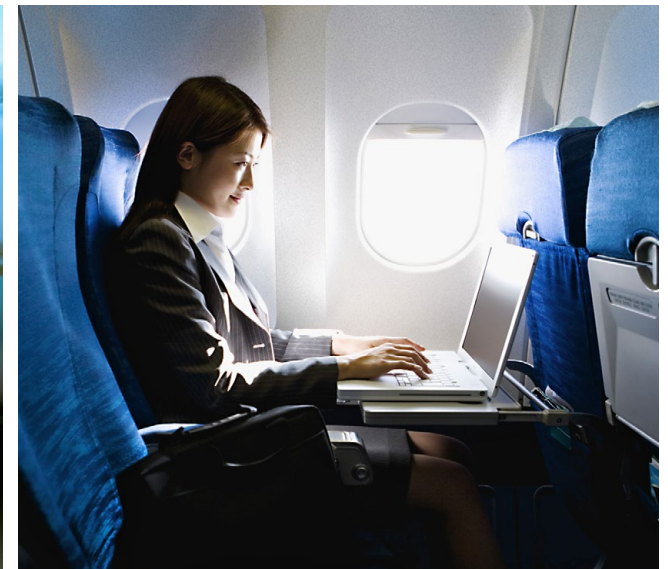
One of the great myths around CPD is that it is often, and mistakenly, believed that CPD training and language learning is mainly expected of those in senior or management roles.

Yet the reality is that within most organisations, and sectors, CPD is expected of all colleagues (Gale, 2013)—from the receptionist, through the HR, finance, Operations and Marketing teams, to senior management and board members.

Anecdotal evidence also demonstrates that businesses and organisations who encourage CPD and a learning culture, experience higher productivity and profits, and are more likely to retain good colleagues (CPDSO Research, 2010).

The Rosetta Stone and CPD Standards Office survey found:

- 60% of respondents whose organisations offer professional development and training say that they also offer language training. 44% say this language training is accredited;
- Organisations with more than 3,000 employees are the least likely to offer language training: just 47% of respondents from these organisations say this is offered in some form, and an equal number say that it is not offered at all;
- Of organisations that offer language training, it is more often than not accredited;
- 42% of respondents report that middle management has the highest take-up of language learning in their organisation, while 37% say this is true of senior management;
- Just 8% of respondents state that non-management or the board level have the highest take-up of language learning;
- The larger the organisation, the less likely the board is to undertake language learning.



Debunking the myth that language learning is for senior professionals *(cont'd.)*

Considering these findings in detail . . .

. . . at board level within organisations

Individual boards members of large corporations are often senior individuals with many years' experience. In many areas, they are least likely to undertake specific topics and CPD, such as language learning, as they will have access to interpreters or trilingual individuals who are fluent in multiple languages. In addition, any individual on a board who sits as a Non-Executive Director (NED), is highly unlikely to be full time with the organisation. Instead, corporate NED's tend to have several independent positions, or concerns, with a range of different organisations. Hence in this situation, they are highly unlikely to undertake specific language training for a specialised project with just one of the organisations that they work with.

In many cases, corporate board members are at the peak of their careers, and are less interested in improving their employability prospects, and so another explanation for little language learning at this level may be that their 'time is money'—there is always someone 'lower down the chain' to undertake it.

Lastly, the vast majority of global corporate organisations have English as their business mother tongue (Gale, 2013), so many board members might feel that it is not worth bothering to learn another language (Hopp, 2014).

. . . within non-management roles

The research found that those in non-management positions are less likely to access language learning. There are two possible explanations for this:

1. The younger you are in your career, the less likely you are to be chartered or fully regulated and are not mandated to do CPD as a professional requirement. Therefore connecting learning a language with CPD is just now applicable or relevant;
2. Individuals at the beginning of their career might go elsewhere to learn a language, such as evening classes.

A further explanation might be the traditional belief that language training is expensive (Hopp, 2014), and it is considered if senior management receive this training, it would be higher value for the business in the long term. The cost factor is now a myth; e-learning now offers the possibility of expanding programmes to larger employee population (Smith, 2013; Nash, 2015).

It is also argued it is not enough for training managers in global companies just to set a 'self-paced' language-learning programme for their colleagues to learn in their own time. Training managers should engage with colleagues across the corporation with ongoing language-learning tools (Gale, 2013).



About the 'Professional development and learning in organisations' research

On behalf of Rosetta Stone and the CPD Standards Office, in June 2015 Vanson Bourne surveyed 100 HR decision makers in the UK.

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About The CPD Standards Office

The Continuing Professional Development (CPD) Standards Office works to improve the standard of CPD provision across all industry sectors. It forms part of the Professional Development Consortium (PDC), respected by regulators, professional bodies and trade associations for its work with organisations undertaking research and accreditation services.

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About Rosetta Stone

Rosetta Stone is a global leader in technology-driven language and learning solutions for individuals, classrooms, and entire organisations.

Our scalable, interactive solutions have been used by over 12,000 businesses, 9,000 public sector organisations, and 22,000 education institutions worldwide, and by millions of learners in over 150 countries.

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