



Up-skilling Future Leaders *The case of Company X*

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A TRADITION OF
INDEPENDENT
THINKING



UCC
University College Cork, Ireland
Coláiste na hOllscoile Corcaigh

Introduction

- University College Cork
 - Founded 1845
 - 19,000 students
 - 70+ undergraduate degrees
 - 150+ taught postgraduate programmes
 - 1st 5* university in Ireland (QS rankings)
- Adult Continuing Education (ACE)
 - Founded 1946
 - 2,000 students approx.
 - 80 accredited part-time programmes from Certificate to Masters level
 - 50 non-accredited short courses
- Professional Development at UCC
 - Part-time accredited programmes for professionals
 - Customised programmes for industry clients
 - All delivered in partnership with relevant UCC academic departments and in some cases, relevant professional bodies.



Case Study Overview

- Company X
 - Global medical devices manufacturing corporation
 - €5 billion global presence
 - 6,000 employees around the world
 - Local manufacturing operation established in Ireland in 1997
 - Currently 600 employees
 - Projected growth to 800 employees within 5 years
 - Advocate of professional development and employee development



Project Brief

- 20 production operators identified as high potential future leaders (team leader, supervisor, manager)
- Company preference to develop own employees for future leadership roles
- Company enquires about possibility of developing bespoke course for this cohort
- No guidance on programme shape or content, only on desired outcome:
 - Employees who successfully complete the programme will have necessary skills, attitudes and competencies to move to a more senior role within the organisation.



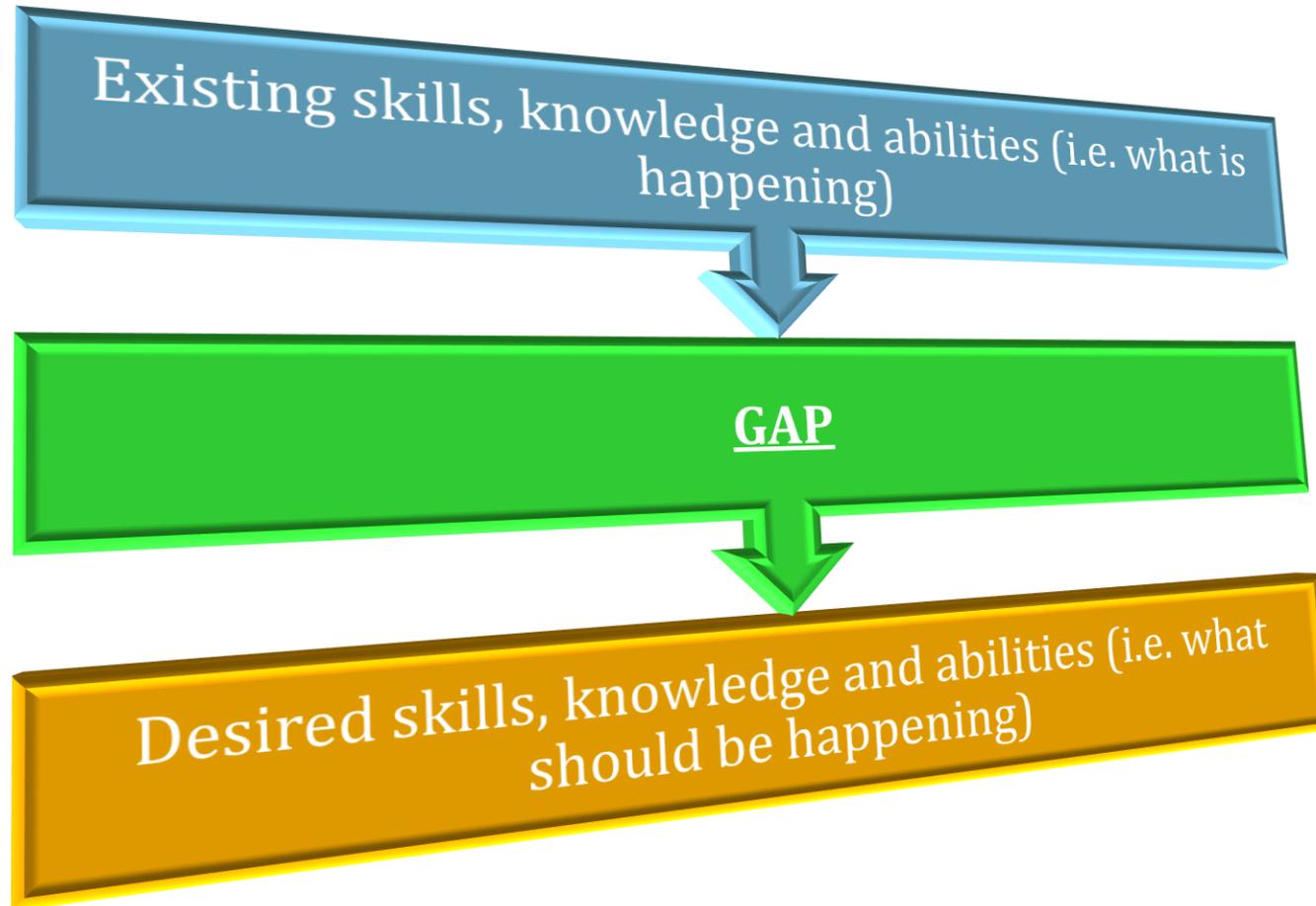
Stage 1: Learning Needs Analysis

Why conduct a learning needs analysis?

- Determine if a learning need exists
- Identify what skills and knowledge individuals already have
- Highlight skills/knowledge/competencies that need developing
- Outline expectations and goals
- Determine what can realistically be achieved, given the available resources
- Identify any obstacles or difficulties that may arise
- Increase the sense of ownership and involvement of individuals
- Outline what results can be expected and if/how this can be resourced

(REAP, 2009)

Stage 1: Learning Needs Analysis



Group Task 1

You are scheduled to meet Company X's Learning and Development Manager to further explore the development of this programme. List the key questions that you would require him to answer, so that you can conduct an effective learning needs analysis for this project.

Time: 10 minutes



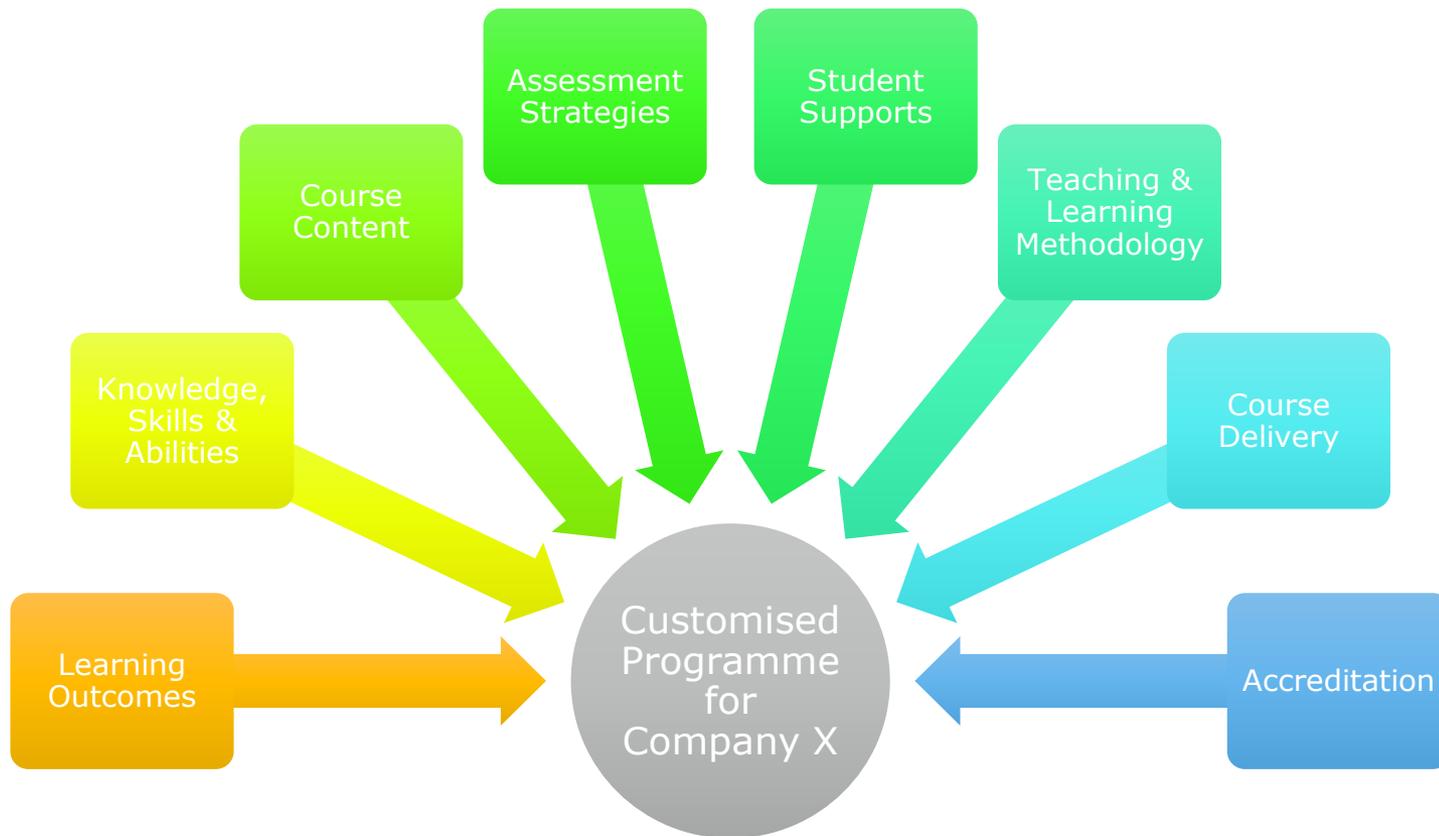
Group Task 2

Identify the key stakeholders involved and in broad terms, consider each of their individual sets of needs and responsibilities.

Time: 10 minutes



Stage 2: Programme Design



Group Task 3

Keeping in mind the needs of all key stakeholders, as well as the information you gathered from the learning needs analysis, prepare a brief programme outline which you will present to company X at your next meeting.

Your programme outline should include your recommendations on the following:

- Programme accreditation – formal accreditation or not?
- Assessment strategies
- Teaching methods
- Delivery methods
- Student supports

Time: 20 minutes



Discussion Topics

In terms of added value, the university believes that it is very important that the company stretches itself in terms of envisioning a broader spectrum of learning outcomes. How might we create the context where the company appreciates that it needs to leave its own comfort zone and embrace new learning opportunities?



Discussion Topics

University based academics can sometimes feel they have all the answers. How might we facilitate them to take on board the real demands and aspirations of the company in order to design a programme that is both academically rigorous and also meets the company's needs?



Discussion Topics

Where does the lifelong learning mission fit in all of this? How can we ensure that the university and the company can collaborate in the design and delivery of the programme and ensure that we are also meeting the needs of the individual participants as lifelong learners?



The Real Case

Diploma in Management & Team Development

- Level 7 on Irish National Framework of Qualifications
- Fully accredited award (60 ECTS)
 - Defined target & visible measure of success – personal satisfaction & confidence

Year 1:

- Personal Effectiveness (10 credits)
- Technical Effectiveness I (Supply Chain Management) (10 credits)
- Team Leadership (10 credits)

Year 2:

- Creative and Innovative Problem Solving and Decision Making (10 credits)
- Technical Effectiveness II (Process Engineering) (10 credits)
- Change Management through Coaching and Mentoring Intervention (10 credits)

The Real Case

- Programme content derived from:
 - Needs of organisation – hard & soft skills
 - Needs of individual students – majority of class had no experience of higher education
 - Subject/discipline itself – academic guidance provided by UCC’s School of Management and Marketing
- Delivery Methods:
 - Part-time modular delivery over two years
 - Classes are held every second Wednesday from 5-9pm onsite in the organisation to facilitate factory shift operations
 - Several Saturday workshops each year held on campus
 - Classroom delivery with online support through UCC’s virtual learning environment (Blackboard)

The Real Case

- Teaching Methods:
 - Class based lectures and workshops.
 - 2 coaching sessions with internal organisation coach per module - The purpose of this coaching is to support students' in their application of formal learning from the programme in the workplace.
 - Students are required to keep a *Learning Log* reflecting on their learning and application of this learning throughout the programme in order to ensure meaningful application of their learning
 - Self-directed study (guided readings, case studies, work-based projects).
- Assessment Strategies:
 - Wholly assessed through continuous assessment – no exams
 - 200 marks per module: 1 x 3,000-4,000 word work based project, 120 marks; Oral Examination through Presentation, 80 marks.
 - 1 group project per year
 - Work-based projects allow students to gain practical experience in applying theories and concepts to everyday work.
 - Assessment designs can lead to items of value for employer.

The Real Case

- **Student Supports**

- Academic writing & study skills workshops.
- Ongoing formative feedback on the completion of each module to enhance learning and build students' confidence.
- A designated course coordinator provides pastoral support to the students throughout the programme.
- Enthusiastic teaching team with industry experience.

- **Partnership Approach & Company Buy-in:**

- Class time – 50% student personal time, 50% company time
- Course fees – company reimburses student 75% of the fee upon successful completion of each module
- Strong involvement of company in programme design – development of partnership, supportive learning culture
- Site visits for programme team
- Conversation between each lecturer and company manager before each module commences to provide context and ensure relevance of content.

The Real Case

Student feedback after year 1:

- *'The most enjoyable learning experience I have ever had. I have never felt more challenged. I cannot understand why I did not do this earlier in my life.'*
- *'I have learned a lot about myself and I have received great support from my lecturers. I was scared but excited about the course. I really enjoyed the experience and I am looking forward to year 2.'*
- *'Overall an excellent course which I thoroughly enjoyed.'*
- **Business Transformation Manager:**
 - *'The impact this programme has had on the trainees is hard to put into words.'*



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