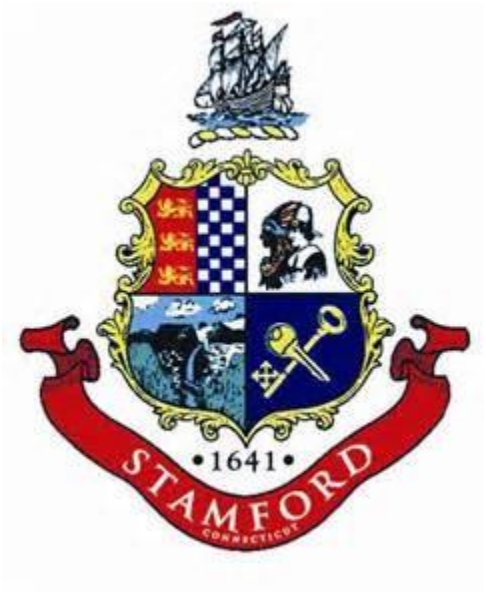
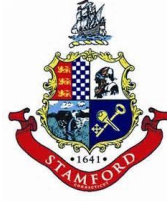


CITY OF STAMFORD LEADERSHIP AND TRAINING INSTITUTE



DEPARTMENT OF HUMAN RESOURCES

**Mayor
DAVID R. MARTIN**



**DIRECTOR OF LEGAL AFFAIRS
&
CORPORATION COUNSEL
KATHRYN EMMETT**

**ALFRED C. CAVA, SHRM-SCP, SPHR
DIRECTOR OF HUMAN RESOURCES**

CITY OF STAMFORD LEADERSHIP AND TRAINING INSTITUTE

**DEPARTMENT OF HUMAN RESOURCES
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Tel. (203) 977-4070 Fax: (203)977-4075**

The Department of Human Resources has established the City of Stamford Leadership and Training Institute. The Institute is designed as the central entity in City government for developing educational programs for city employees to develop work-related skills and abilities for future leadership roles in city government and to enhance the skills and abilities of current leaders.

The programs offered through the Institute will be developed based on needs analysis conducted by HR staff by surveying department heads and managers, and from evaluations completed by employees who complete the training activities conducted by the Institute. A core five-seminar leadership program has been created which will be initially offered to department heads. This five-seminar program will be tailored to be offered to managers, supervisors, foreman and employees seeking to improve their skills and abilities for future leadership roles in city government.

The core five-seminar leadership program consist of the following workshops (details attached):

- Role of the Manager
- Communications for Results
- Coaching, Counselling & Challenging Employees
- Resolving Conflicts Constructively
- Managing Change

The Institute will also offer stand-alone programs to include the following:

- State required sexual harassment training;
- Ethics training required by city Charter;
- Unconscious bias and workplace inclusion (details attached)
- Lean Six Sigma training (details attached)
- Customer service training (details attached)
- Other training opportunities as determined by our ongoing need analysis.

City of Stamford Leadership Development Program

TITLE & LEARNING OBJECTIVES	DATE	TIME	EQUIP	PREP	HOMEWORK
<p>Introduction to LDP</p> <p>ROLE OF THE MANAGER</p> <ul style="list-style-type: none"> • To discuss the role of management functions in the achievement of organizational success • To identify the characteristics of the exceptional manager • To assess your management style on the basis of task vs. people orientation • To learn how to develop self-directed, willing and able employees • To understand the effective use vs destructive abuse of power on achieving results 	Jan. 15, 2021	9 AM to 1 PM 4 hrs.	Zoom Access	<input type="checkbox"/> Notify participants & their managers.	<input type="checkbox"/> Self/Other Assessment of Best Boss Characteristics. <input type="checkbox"/> Self-assessment of Management skills <input type="checkbox"/> Complete MBTI.
<p>COMMUNICATION FOR RESULTS</p> <ul style="list-style-type: none"> • To understand the why communication is so critical to success in all job functions • To learn where employees want and don't want to get their information • To understand the communication process and how to avoid communication breakdowns • To clarify and verify your message for complete understanding • To understand the impact of non-verbal messages on communication • To practice active listening skills in a stressful conflict situation • To understand the relationship between personality and communication using the MBTI Instrument 	Jan. 29 2021	9 AM to 1 PM 4 hrs.	Zoom Access	<input type="checkbox"/> Remind to bring MBTI homework.	<input type="checkbox"/> Self/Other Communication Assessment. <input type="checkbox"/> <i>Where We Get Information</i> survey.

City of Stamford Leadership Development Program

TITLE & LEARNING OBJECTIVES	DATE	TIME	EQUIP	PREPARATION	HOMEWORK
<p>COACHING, COUNSELING & CHALLENGING EMPLOYEES</p> <ul style="list-style-type: none"> • How to raise the bar from good to great • To coach for performance improvement, personal development and challenging superstars • To distinguish between fact and opinion when giving feedback • To understand how constructive criticism improves behavior and how praise reinforces it • To develop a Performance Plan for an employee whose performance is <i>below, meets and exceeds</i> requirements 	Feb. 12 2021	4 hours	Zoom Access	<input type="checkbox"/> Bring performance information on a direct report	<input type="checkbox"/> Create 3C plan for all reports. <input type="checkbox"/> Art of Feedback Assessment
<p>RESOLVING CONFLICTS CONSTRUCTIVELY</p> <ul style="list-style-type: none"> • To understand the typical causes of conflict and how conflict can escalate in stages • To learn six different strategies for handling conflict and when to use them • To practice shifting from “No Way” to “OK” • To learn a process for constructively airing differences between team members and resolving them productively • To learn the CALM method for resolving conflict 	Feb. 26, 2021	4 hours	Zoom Access	<input type="checkbox"/> MBTI results – Thinker vs. Feeler	<input type="checkbox"/> Implement Conflict strategy <input type="checkbox"/> Think of inter/intra departmental problem that needs solution
<p>MANAGING CHANGE</p> <ul style="list-style-type: none"> • To define the role of the change agent • To overcome resistance to and fear of change • To put the stress of change into perspective • To develop the skills to effectively move step by step through the change process • To analyze and plan for the impact of your change on others • To learn methods to gain a commitment from those who are crucial to helping change happen. 	Mar. 5, 2021	4 hours	Zoom Access	<input type="checkbox"/> MBTI results – Intuitive vs. Sensor <input type="checkbox"/> Bring example of a change initiative.	<input type="checkbox"/> Create implementation plan.

UNCONSCIOUS BIAS AND RACE EQUITY TRAINING

1. PROJECT SCOPE

KJR Consulting (*KJR*) has been engaged to provide unconscious bias and race equity training to Stamford, CT's city leaders (including a mix of city officials, administrators, commissioners, non-profit leaders, and community stakeholders) during the fall of 2019. The following outlines our proposal for the training series. The race equity program will provide participants an opportunity to gain awareness about the origin and history of race, explore the impact of institutional racism, and develop strategies for achieving race-equity in Stamford.

The following outlines our proposed approach to the program.

2. CONTENT OBJECTIVES AND FACILITATION OUTLINE

As discussed, KJR will support Stamford, CT's city leaders by delivering the following components:

Pre-Series Assessment

- KJR will conduct a pre-series assessment that will measure participants' current knowledge about unconscious bias and race equity.
- The assessment will be conducted via electronic survey and results will be summarized and shared with project leaders.
- Insights gained through the pre-series assessment will be used to inform the development of customized training content that is tailored to the needs of city leaders.

Training Series

KJR will deliver a series of half-day trainings for three cohorts of 20-25 participants. Each cohort will attend three sessions as outlined below.

- *Session 1: Unconscious Bias and Race Awareness*
 - Create a common language and discuss personal experiences related to race;
 - Attain greater self-awareness of how our personal experiences and unconscious bias shapes our views on race;
 - Broaden perspectives and understanding by exploring the experiences of others; and
 - Develop a deeper understanding of the importance of managing our biases in our interactions with others; and
 - Building a business case for race-equity within the city.
- *Session 2: Impact of Institutional Racism*
 - Explore the historical and systemic roots of racial inequity;
 - Understand the effects of bias at the individual, organizational, and societal level; and
 - Discover strategies for breaking the reinforcing cycles of racism and inequity.
- *Session 3: Achieving Equity in Stamford*

- Identify the impacts of racial inequity within the City of Stamford;
- Develop a working definition of equity and integrate it into organizational decision-making processes; and
- Collaborate across stakeholder groups to create a shared action-plan to reduce systemic inequity.

Between-Session Assignments

- Additional take-home exercises will be assigned for participants to complete between sessions;
- These assignments will reinforce classroom learning, keep the topic of race equity in focus, and help participants prepare for each session.

Post-Series Assessment

- KJR will conduct a post-series assessment that will measure the increase in participants' awareness and knowledge about the topic of race equity.
- The assessment will be conducted via electronic survey and results will be shared with project leaders.

February 2, 2021

Alfred Cava –Director of Human Resources
 City of Stamford
 888 Washington Blvd.
 Stamford, CT 06901

AI -

Thank you for considering Vizibility LLC as a resource in support of your request for a Lean Six Sigma training program for the City of Stamford. See below for a summary of the programs and proposal specifics. Based on your email dated February 1, 2021, I have included information on the varying levels of Lean Six Sigma training that may best meet the mix of training needs for the next fiscal year and have modeled this similar to the programs delivered to the Town of Greenwich. The proposal presents options for structuring training programs to work within your budget, drive engagement of your team members, and develop their problem-solving capability.

Lean Six Sigma Training Program Options:

- Awareness Program: Provides an overview of the Lean Six Sigma methodology and its principles.
- Basics Program: Provides instruction on the fundamental problem-solving methodology and principles of Lean Six Sigma process improvement through use of experiential learning activities/simulation.
- Practitioner Program: Provides functional competence/working knowledge of the specific methodology, principles, and tools of Lean Six Sigma and requires completion of an “applied project”.

Table 1: Fee & Program Summary

Item	Awareness Program	Basics Program	Practitioner Program
Training Hrs.	2 hrs.	8 hrs.	24 hrs.
Training Fee	\$2,000	\$5,000	\$9,500
Training Material	Included	Included	Included
Travel Expenses	See notes	See notes	See notes
Max. Number of Participants	25	20	12
Format/Structure	(1) 2-hr Module	(2) 4-hr modules or (1) 8-hr module	(6) 4-hr modules, or (3) 8-hr modules

Assumptions:

- Travel Expenses: Mileage reimbursement; Hotel (if needed) for evening prior to an early morning session.
- Training Location: Workshops delivered at the location of your choosing. (Note: The Awareness Program could be feasibly deployed/delivered as an online/virtual program).
- Program Availability: Summer 2021; Fall 2021; Spring 2022 (Schedule TBD)
- Payment terms & schedule: Payments are due upon receipt of invoice; 50% due at start of program & 50% upon completion of program.
- CT sales tax (6.35%) will be applied to rates, if applicable.

Please contact David Stec at 860.916.7530 or stec@vizllc.com with any questions.

Lean Six Sigma Practitioner Certificate Program Syllabus:

This training is designed to develop staff within an organization to become functionally competent with the fundamental principles and tools used in the Lean Six Sigma process improvement methodology. Participants will practice their problem-solving skills through multiple simulation exercises during the workshop sessions. Participants will apply their acquired knowledge to projects within the organization.

Program Objectives:

- To provide a sound understanding of the fundamental principles, tools and methods used in Lean Six Sigma process improvement.
- To provide a method for structuring disciplined process improvement projects within an organization.

Reference Books & Articles:

- Lean Office and Service Simplified - Locher, Drew., 2011 (ISBN 978-1439820315) or Equivalent Source.
- The Lean Office Pocket Guide MCS Media., 2009 (ISBN 978-0-9825004-1-5)
- Articles (as referenced below) - provided as .pdf files.

Schedule:

Module	Date	Time	Topic	Articles
1	TBD	TBD	Process & Quality Management Lean Six Sigma - Operational Definition & Models Variability Simulation (Dice Game) Project Charters & SIPOC Diagram	* How to Compare Six Sigma, Lean and Theory of Constraints * Process Mgmt & Future of 6σ * Lean Knowledge Work
2	TBD	TBD	Scientific Method (PDCA & DMAIC) Lean Six Sigma "Rules-in-Use"; Simulation (Ops Simulation) Process Mapping Report Outs: Project Charters	* Process Improvement Template * Decoding Toyota DNA
3	TBD	TBD	Performance Measurement Process Capability & Yield Measures Root Cause Analysis	* Lean Service Machine
4	TBD	TBD	Standard Work; Leveling; Workplace Organization & Visual Management Total Productive Maintenance; Report Out: Project Status	
5	TBD	TBD	Continuous Flow; Pull/FIFO Systems Autonomation & Mistake-proofing	
6	TBD	TBD	Control Plans Lean Six Sigma Leadership Report Out: Project Presentations	* Learning to Lead at Toyota

Program Completion & Evaluation Criteria:

- Completion of all assignments.
- Completion of applied project* & project presentations.
- Completion of Practitioner "exam".

Lean Six Sigma Basics Certificate Program Syllabus:

This training is designed to provide a basic familiarity of the fundamental principles and tools used in the Lean Six Sigma process improvement methodology. Participants will practice the problem-solving methodology via a simulation exercise conducted during the sessions. Participants will also be asked to apply their newly acquired knowledge to “small scale” improvement opportunities within the organization.

Program Objectives:

- To provide a practical understanding of the fundamental principles, tools and methods used in Lean Six Sigma process improvement.
- To provide a method for structuring disciplined process improvement projects within an organization.

Reference Books & Articles:

- The Lean Office Pocket Guide MCS Media., 2009 (ISBN 978-0-9825004-1-5)
- Articles (as referenced below) - provided as .pdf files.

Schedule:

Module	Date	Time	Topic	Articles
1	TBD	4 hrs.	Lean Six Sigma - Operational Definition & Models Scientific Method (PDCA & DMAIC) Lean Six Sigma "Rules-in-Use"; Simulation (Ops Simulation) Lean Six Sigma Project Cycle	* How to Compare Six Sigma, Lean and Theory of Constraints * Process Mgmt. & Future of 6σ * Process Improvement Template
2	TBD	4 hrs.	Performance Measures for Lean Six Sigma Standard Work Leveling; Workplace Organization & Visual Management Total Productive Maintenance; Continuous Flow; Pull/FIFO Systems Autonomation & Mistake-proofing	* Decoding Toyota DNA * Lean Knowledge Work

Program Completion & Evaluation Criteria:

- Completion of all assignments.
- Completion of Basics “exam”.

Lean Six Sigma Awareness Program Syllabus:

This training is designed to provide a basic familiarity of the fundamental principles and tools used in the Lean Six Sigma process improvement methodology. Participants will practice the problem-solving methodology via a simulation exercise conducted during the sessions. Participants will also be asked to apply their newly acquired knowledge to “small scale” improvement opportunities within the organization.

Program Objectives:

- To provides an overview of the Lean Six Sigma methodology and its principles.
- To demonstrate a method for structuring disciplined process improvement projects within an organization.

Reference Books & Articles:

- Articles (as referenced below) - provided as .pdf files.

Schedule:

Module	Date	Time	Topic	Articles
1	TBD	2 hrs.	Lean Six Sigma - Operational Definition; Methodology & Principles & Models Scientific Method (PDCA & DMAIC)	* How to Compare Six Sigma, Lean and Theory of Constraints * Process Improvement Template

Program Completion & Evaluation Criteria:

- Completion of in-class activities.



Company & Trainer Information:

Company Website: www.vizllc.com

David Stec Professional Biographical Summary:

David's professional career includes 30 years of experience in manufacturing and service industries complemented with 20 years of graduate and undergraduate teaching experience at Rensselaer Polytechnic Institute, Central Connecticut State University, and the University of Hartford. He is co-founder of Vizibility LLC, a management consulting firm assisting firms with business operational excellence programs. David has held Director-level positions in Operations, Strategic Planning, Process Improvement, and Supply Management for Hartford HealthCare, Yale New Haven Health, Clinical Laboratory Partners, and Raytheon Technologies (formerly United Technologies Corp.) Pratt & Whitney. He is co-author of the Shingo-prize winning book, *Better Thinking, Better Results*, and has numerous peer-reviewed publications. David is a graduate of the Massachusetts Institute of Technology (MBA & MSME) and earned a MS in Operations Management from Rensselaer Polytechnic Institute, and a BSME from Worcester Polytechnic Institute.



Frontline Customer Service in Public Service

There is a movement in the public sector today to bring the same top quality customer service into government that customers expect from the private sector. Changing from a culture of bureaucracy to personal service is more than just a course on being polite. It means looking at how we do our jobs from the customer's point of view, which is a huge departure from an environment where citizens are required to follow the rules and often have no other alternatives. Or do they?

Even the concept of "*we have no competition*" is changing in government as services are outsourced or eliminated due to constituent complaints. This two-part workshop will give public sector employees the skills to assess the ways in which they deliver governments services and change their perspective to the customer's point of view.

Participants will learn:

- How government is changing and rising customer expectations
- The differences between customer service in the private vs. public sector
- Overcoming stereotypes of government workers
- The Can Do attitude
- The C.A.R.E. method of customer service
- High Tech v. High Touch
- The importance of first impressions and improving the customer experience
- The concept of *Psychologically Self-employed*
- How to assess your service delivery methods
- Meeting needs and expectations
- Entering and exiting behaviors – why should we care?
- How to handle the difficult customer and manipulative tactics
- What to say when the answer is "no"
- Do's and Don'ts for how to diffuse the very angry customer

Who Should Attend: All individuals, including administrative staff, who deliver customer service to external or internal customers

First Class Customer Service for Management - for managers who supervise and support public sector customer service providers.

Methodology: Lecturettes, self-assessment, discussion, exercises, video case studies, Q&A

Program Length: Two 3.5 hour sessions

2020 TRAINING INDUSTRY REPORT

ABOUT THIS STUDY

Now in its 39th year, The Industry Report is recognized as the training industry's most trusted source of data on budgets, staffing, and programs. This year, the study was conducted by an outside research firm May-July 2020, when members from the *Training* magazine database were e-mailed an invitation to participate in an online survey. Only U.S.-based corporations and educational institutions with 100 or more employees were included in the analysis.

The data represents a cross-section of industries and company sizes.

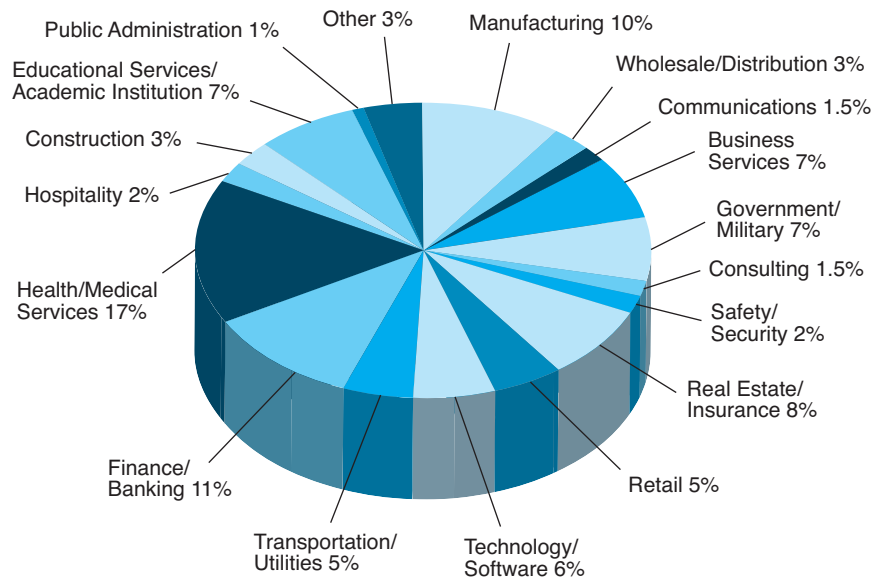
SURVEY RESPONDENTS

Small companies (100-999 employees)	40%
Midsize (1,000-9,999 employees)	34%
Large (10,000 or more employees)	26%
Total respondents	202

Note that the figures in this report are weighted by company size and industry according to a Dun & Bradstreet database available through Hoovers of U.S. companies. Since small companies dominate the U.S. market, in terms of sheer numbers, these organizations receive a heavier weighting, so that the data accurately reflects the U.S. market.

Industrial Classifications

Respondent profile by industry (weighted per Dun & Bradstreet)

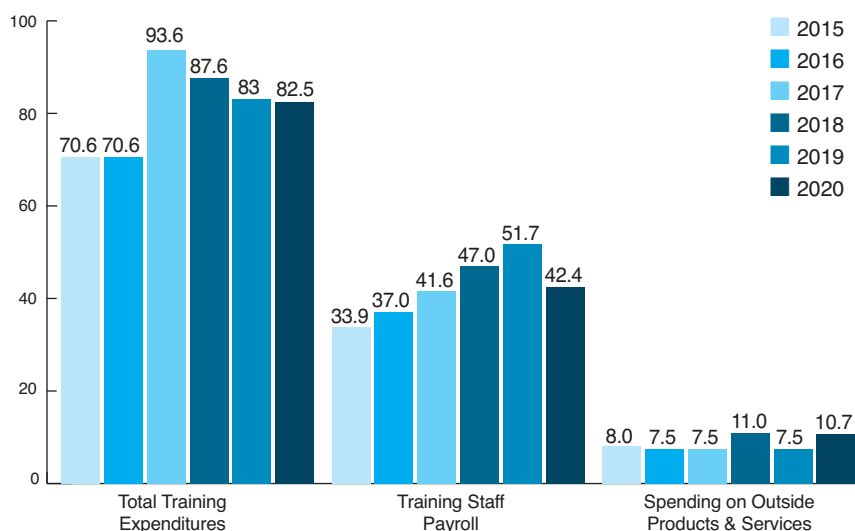


About Survey Respondents:

- 63% are managers or above in the organization
- 14% are developers or instructional designers
- 20% are mid- to low-level (based on title selection) associates
- 57% determine the need for purchasing products and services
- 29% set the budget
- 25% manage requests for proposals/bids
- 67% recommend the purchase
- 24% have the final purchase decision

TRAINING EXPENDITURES

Training Expenditures 2015-2020 In \$ Billions



COVID-19 started to take a toll on total U.S. training expenditures in 2020 as they declined more than half a percent to \$82.5 billion. Training payroll dropped nearly 18 percent to \$42.4 billion as employees were laid off or furloughed. But spending on outside products and services bounced back from \$7.5 billion to \$10.7 billion, while other training expenditures (i.e., travel, facilities, equipment) increased to \$29.4 billion from \$23.8 billion.

The training expenditure figures were calculated by projecting the average training budget to a weighted universe of 130,281 companies, using a Dun & Bradstreet database available through Hoovers of U.S. organizations with more than 100 employees.

Note: Although small companies have the smallest annual budgets, there are so many of them (101,258) that they account for one-third of the total budget for training expenditures.

DEFINITIONS

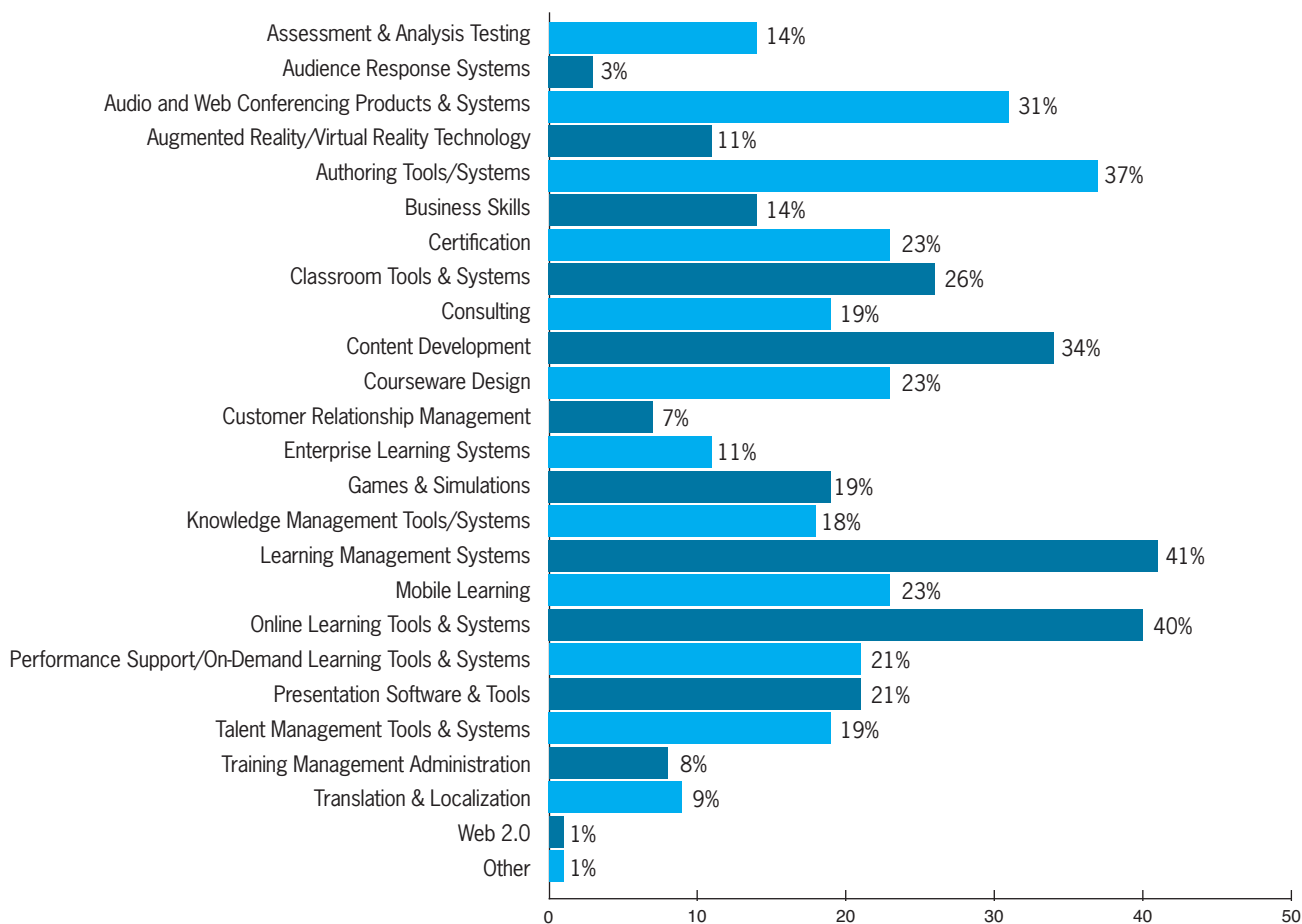
- ▶ **Total training spending:** All training-related expenditures for the year, including training budgets, technology spending, and staff salaries.
- ▶ **Training staff payroll:** The annual payroll for all staff personnel assigned to the training function.
- ▶ **Outside products and services:** Annual spending on external vendors and consultants, including all products, services, technologies, off-the-shelf and custom content, and consulting services.

Average of Total Annual Budget

Organization Type	Large	Midsize	Small	Average
Education	\$2,234,000	\$386,250	\$16,500	\$1,158,909
Government/Military	\$4,242,857	\$594,873	\$1,118,533	\$1,621,318
Manufacturer/Distributor	\$7,257,055	\$731,857	\$328,733	\$2,431,209
Nonprofit	\$7,000,000	\$636,659	\$237,000	\$834,538
Association	N/A	\$850,000	\$1,500,000	\$1,066,667
Retail/Wholesale	\$30,500,000	\$553,000	\$450,000	\$13,839,889
Services	\$34,932,031	\$1,030,700	\$437,971	\$10,488,822
Avg. Across Sizes	\$21,988,775	\$808,355	\$506,819	\$6,426,931

TRAINING EXPENDITURES

Types of Training Products and Services Intended to Purchase Next Year



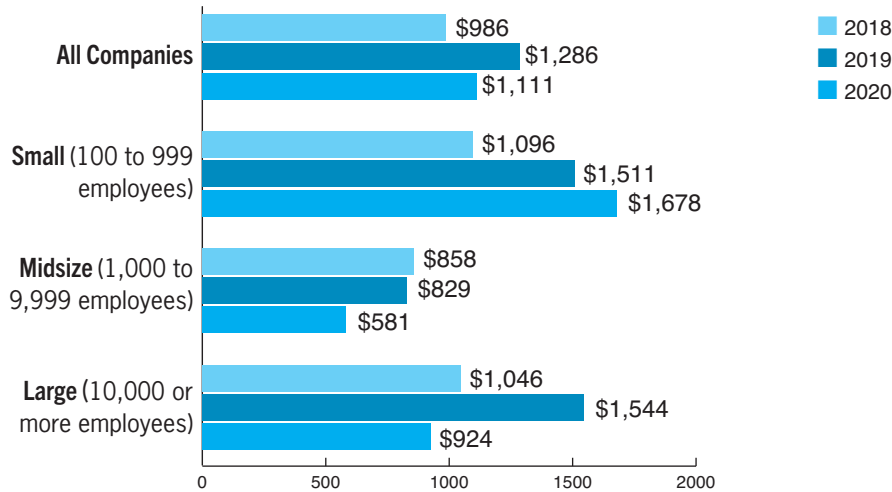
Average training expenditures for large companies increased from \$17.7 million in 2019 to \$22 million in 2020. The number for midsize companies dipped nearly \$900,000 to \$808,355 in 2020. Small companies increased from \$367,490 to \$506,819.

Some 22 percent of organizations said they increased staff from the year before, while 55 percent said the level remained the same. Some 23 percent said it was lower, up from 14 percent in 2019. Large manufacturers and midsize services organizations had the largest personnel costs. This year, midsize companies spent only one-fifth as much as large companies, while small companies spent about one-quarter as much as midsize ones. The average payroll figure for large companies was \$4.9 million; for midsize organizations, it was \$987,713; for small companies, it was \$246,125.

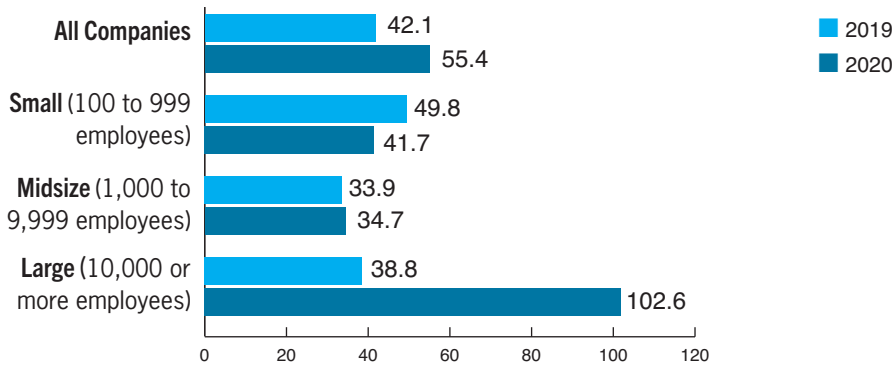
For those who reported an increase in their training staff, the average increase was 10 people, double the 2019 figure. For those who reported a decrease in their staff, the average decrease was 11 people—down from 16 last year.

Other training expenditures increased this year to \$29.4 billion from \$23.8 billion in 2019. Such expenditures can include travel, training facilities, in-house training development, and equipment. On average, organizations spent 16 percent of their budget or \$708,255 (up from \$445,434 last year) on learning tools and technologies. Large retailers/wholesalers had the largest budgets for learning tools (\$5 million). Midsize manufacturers had the largest tool budget in their size range (\$1.1 million). Midsize retailers spent the smallest percentage of their training budgets on tools and technologies (1 percent).

Training Expenditures per Learner 2019-2020



Hours of Training per Employee 2019-2020



Looking ahead, the most frequently anticipated purchases are learning management systems and online learning tools and systems (41 and 40 percent, respectively, vs. 31 percent and 44 percent, respectively last year); authoring tools/systems at 37 percent vs. 34 percent last year; and content development (34 percent in 2019 and 2020). This is followed by audio and Web conferencing products and systems (31 percent in vs. 21 percent in 2019); classroom tools and systems (26 percent vs. 25 percent last year); and mobile learning, certification, and courseware design (all at 23 percent vs. 23, 26, and 18 percent, respectively, in 2019). Several items received 10 percent or less of hits, including audience response systems, customer relationship management, training management administration, translation and localization, and Web 2.0.

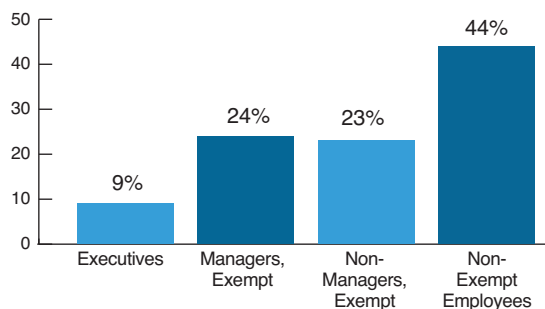
Overall, on average, companies spent \$1,111 per learner this year compared with \$1,286 per learner in 2019. Education organizations spent the most per learner this year (\$1,875), followed by services organizations (\$1,295). Midsize companies spent less (\$581) than large (\$924) and small (\$1,678) companies.

While spending less per learner, companies provided more hours of training than last year. On average, employees received 55.4 hours of training per year, compared to 42.1 hours last year. Large companies provided the most hours of training this year (102.6). Large retailers/wholesalers had the highest average number of hours overall (220).

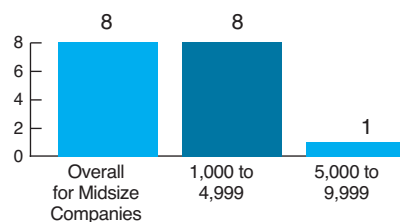
Companies continued to devote the bulk of their training expenditures to training non-exempt employees (45 percent in 2020 vs. 39 percent in 2019).

TRAINING EXPENDITURES

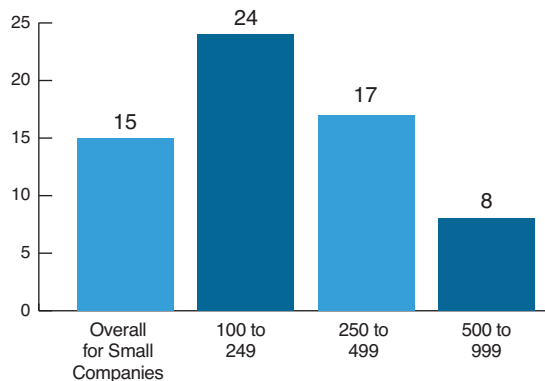
Training Expenditure Allocations— Who Gets Trained?



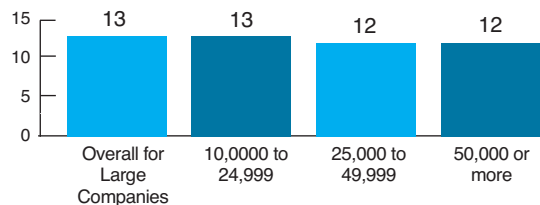
Staff per 1,000 Learners Midsize Companies



Staff per 1,000 Learners Small Companies

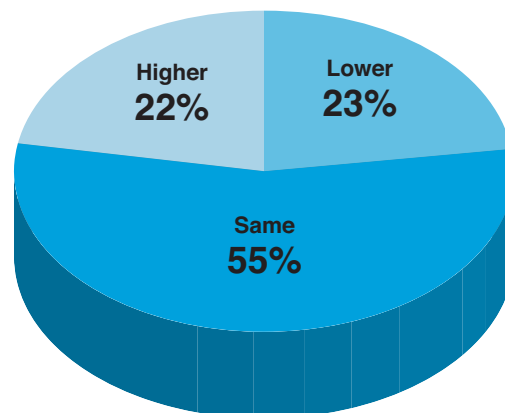


Staff per 1,000 Learners Large Companies



The average training budget for large companies was \$22 million, while midsize companies allocated an average of \$808,355, and small companies dedicated an average of \$506,819.

Is the Number of Training-Related Staff Higher or Lower Than Last Year?



TRAINING BUDGET

This year, likely resulting from the pandemic, the number of companies reporting their budgets decreased more than doubled to 28 percent. Some 23 percent of respondents said their training budget increased, while 49 percent said it remained the same. Last year, 42 percent said their budget went up; 46 percent said it remained the same; and 12 percent said it went down. Services companies and associations showed a greater tendency for gains; retailers/wholesalers saw more decreases. Increases were not evenly distributed across organization sizes. Large companies showed the greatest number of decreased budgets (42 percent vs. 15 percent for midsize companies and 31 percent for small ones).

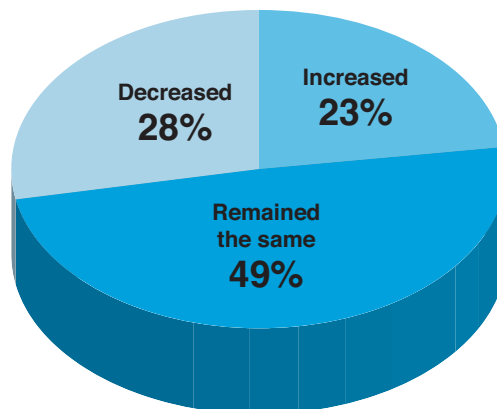
Most of the budget increases were modest—less than 16 percent. Some 36 percent saw increases in the 1 to 5 percent range, while 29 percent of organizations reported increases in the 6 to 15 percent range and 24 percent in the 25-plus percent range. Most respondents who reported an increase in their training budgets attributed it to the following reasons:

- Increased scope of training programs (64 percent vs. 67 percent last year)
- Added training staff (47 percent vs. 53 percent last year)
- Purchased new technologies/equipment (47 percent vs. 46 percent last year)
- Increased number of learners served (42 percent vs. 43 percent last year)

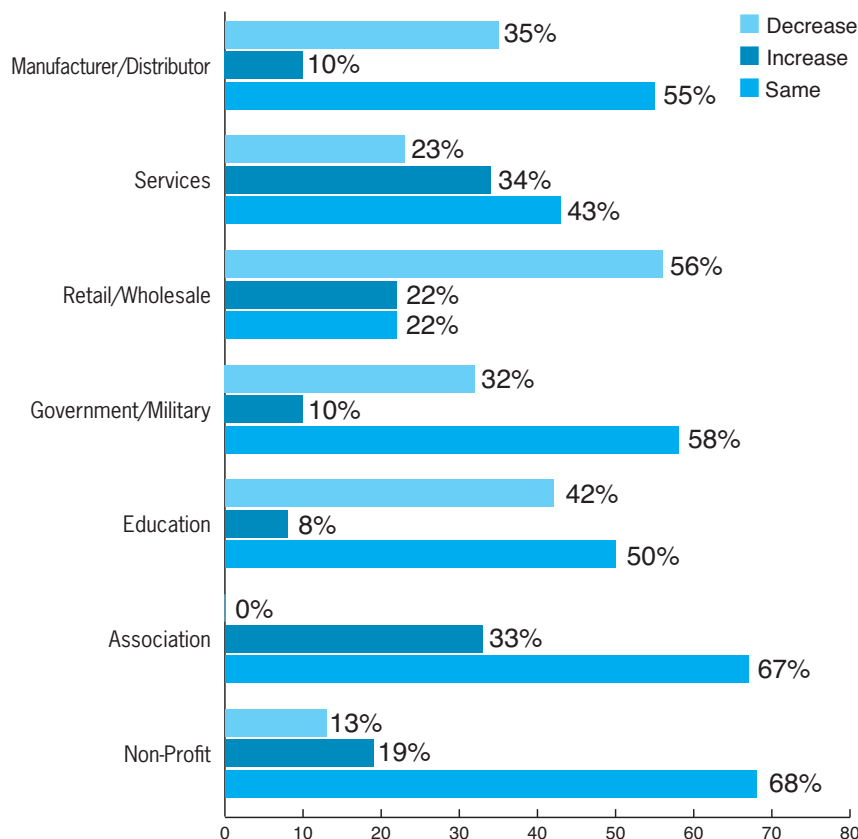
This year, half of the respondents reported budget decreases of more than 16 percent. Some 36 percent reported budget decreases between 6 and 15 percent and 14 percent cited 1 to 5 percent decreases. Some 67 percent cited budget cuts due to COVID-19 for the decrease. Some 24 percent noted reduced training staff for the decrease (vs. 33 percent last year). And 22 percent (vs. none last year) chose budget adjusted to reflect lower costs. This was followed by:

- Attended fewer outside learning events (at 16 percent vs. 15 percent last year)

What Happened to Your Training Budget This Year?



Budget Change by Industry



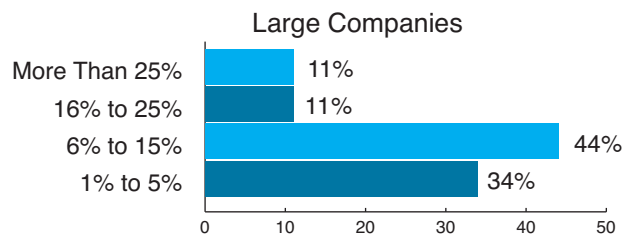
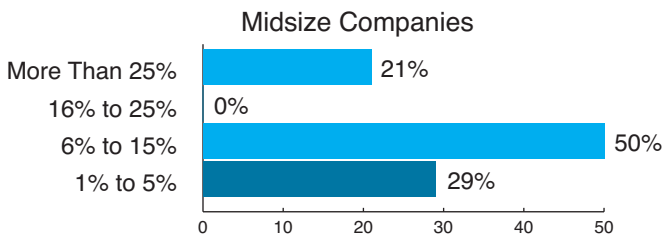
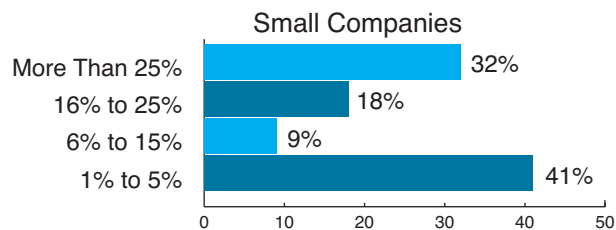
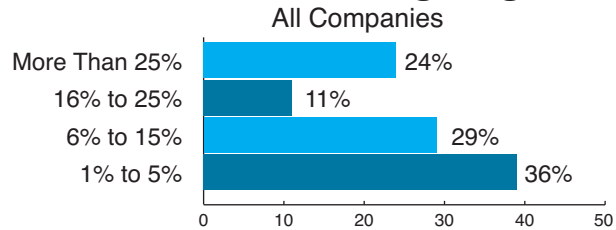
TRAINING BUDGETS

- Other reasons such as learning management system implementation, merger/acquisition, and bankruptcy (13 percent vs. 30 percent in 2019)
- Decreased number of learners served, decreased scope of training, and decreased outside trainer/consultant investment (all at 11 percent vs. 11, 15, and 7 percent, respectively, last year)

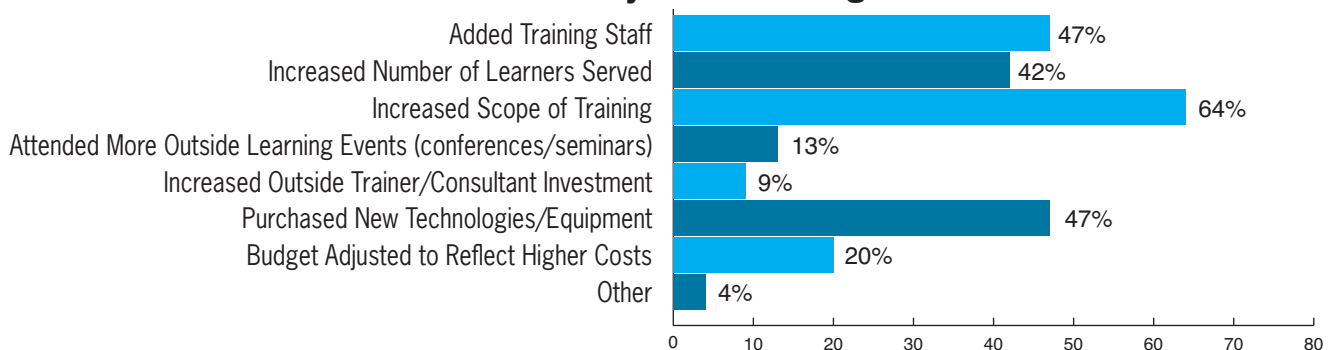
Like the last eight years, the highest percentage of organizations (17 percent) said management/supervisory training will receive more funding than the year before, but all the other categories followed closely behind, including: customer service training and onboarding (15 percent); and executive development, IT/systems training, mandatory or compliance training, and profession/industry-specific training (13 percent). On average, organizations plan to allocate the most funding to customer service training at \$1.4 million; profession/industry-specific training at \$890,335; IT/systems training at \$743,083; and mandatory compliance training at \$675,985.

The highest priorities for training in terms of allocating resources in 2020 are: increasing the effectiveness of training programs (30 percent vs. 37 percent last year), reducing costs/improving efficiency (19 percent vs. 14 percent in 2019), increasing learner usage of training programs (17 percent this year vs. 12 percent last year), and measuring the impact of training programs (12 percent vs. 18 percent last year). Learning infrastructure and obtaining revenue through external training remain low priorities at 5 and 2 percent, respectively.

How Much Did Your Training Budget Increase?

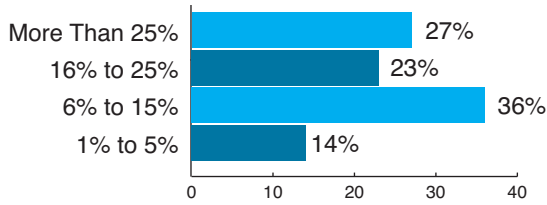


Why Did Your Budget Increase?

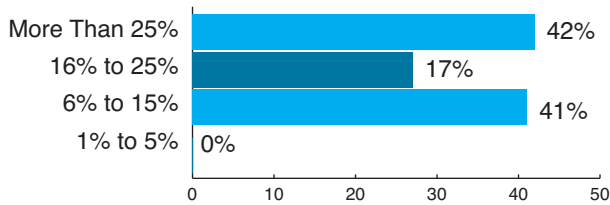


How Much Did Your Training Budget Decrease?

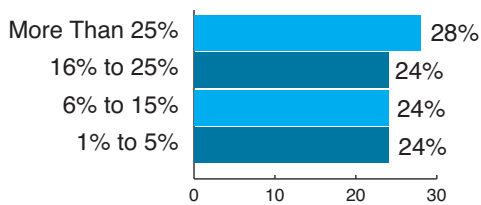
All Companies



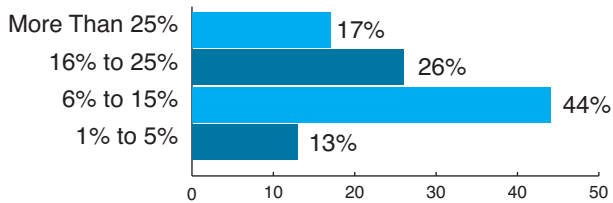
Small Companies



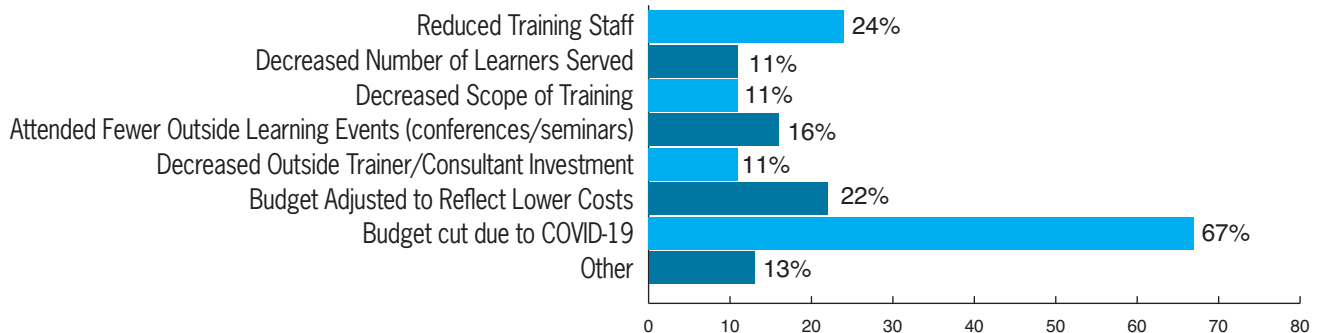
Midsize Companies



Large Companies

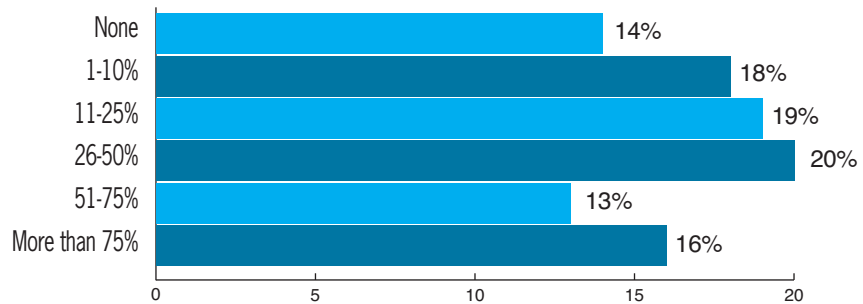


Why Did Your Budget Decrease?

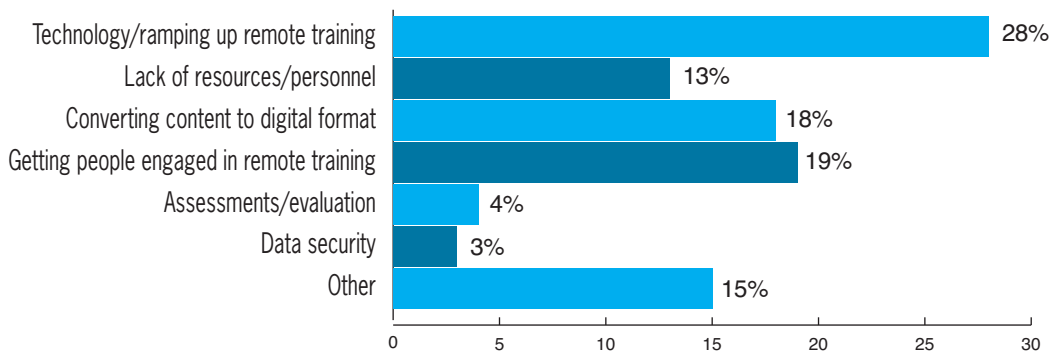


TRAINING DELIVERY

How much of your organizational training has been put on hold during the COVID-19 pandemic?”



What have been your biggest training challenges during the pandemic?



In terms of training delivery post-pandemic, the majority of respondents (54 percent) indicated they plan to return to some classroom training while maintaining some of the remote learning instituted during the crisis.

TRAINING DELIVERY

This year's survey included three new questions to help understand the effects of COVID-19 on training delivery. In terms of how much organizational training has been put on hold during the pandemic, the breakdown of responses was fairly equal for each set of percentages. The highest percentage of responses (20 percent) was at 26 to 50 percent of training being put on hold, followed closely by 11 to 25 percent of training (19 percent) and 1 to 10 percent of training (18 percent). Some 16 percent of respondents indicated more than 75 percent of training was put on hold, while another 14 percent said none was.

In terms of the biggest training challenges during the pandemic, the top choice was technology/ramping up remote training at 28 percent, followed by getting people engaged in remote training (19 percent) and converting content to digital format (18 percent). Organizations did not seem as concerned about assessments/evaluation (4 percent) or data security (3 percent).

Some 15 percent of respondents chose "Other," with answers such as:

- Agile development
- Competing priorities—training does not float to the top when we are talking life and death; our priority is keeping people safe.
- Executive support and engagement
- Facility space to accommodate social distancing mandates
- Health and safety issues

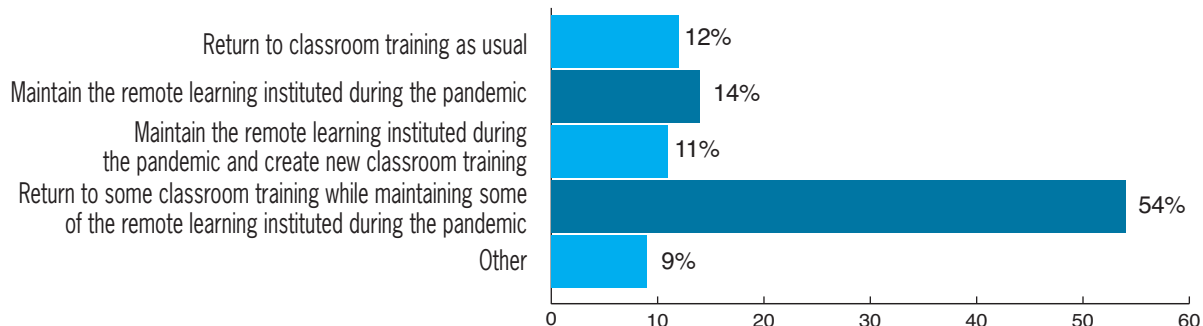
- Inability to have physical contact
- Launching new initiatives
- Reduced hours and workforce

Looking ahead at organizations' plans regarding training delivery post-pandemic, the majority (54 percent) indicated they plan to return to some classroom training while maintaining some of the remote learning instituted during the crisis. Some 12 percent said they plan to return to classroom training as usual, while 11 percent said they would maintain the remote learning instituted during the pandemic and create new classroom training. Another 14 percent indicated they would stay the current course and maintain the remote learning instituted during the pandemic.

For the 9 percent who chose "Other," answers included:

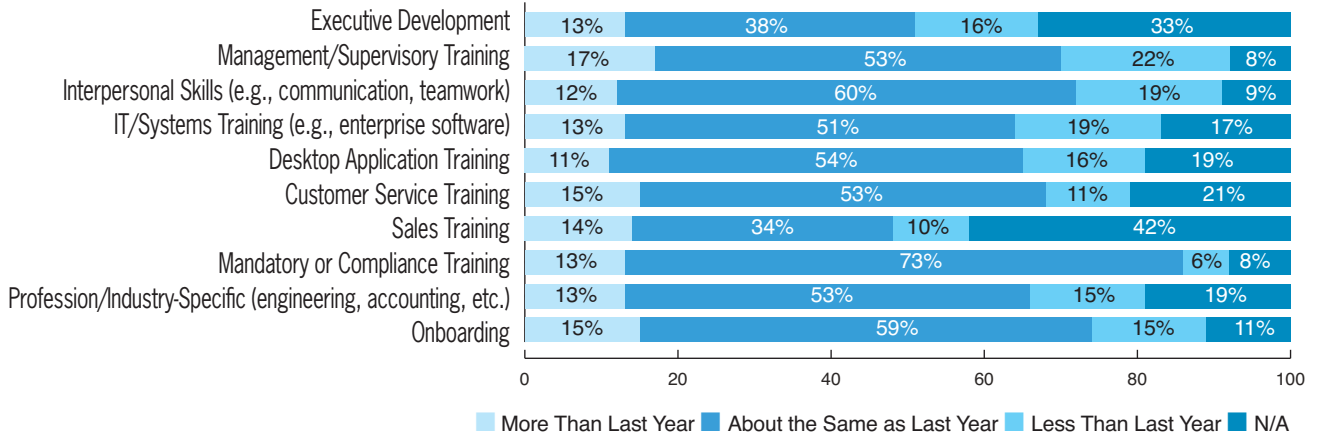
- Reduce training
- Plans will be determined by the ability to travel, if COVID-19 resurges, and global conditions.
- Determine ways to expand virtual classroom training as needed and/or create new virtual training
- We already used remote learning for most of our training. In-person training only makes up about 10 percent of our corporate training initiatives, so we will keep that ratio going forward.
- We're online through December at this point, but we're being fluid and following the guidance of the governor and medical leaders.

Post-COVID-19, what are your organization's plans regarding training delivery?



TRAINING BUDGETS

Projected Funding for Learning Areas Next Year



TRAINING DELIVERY

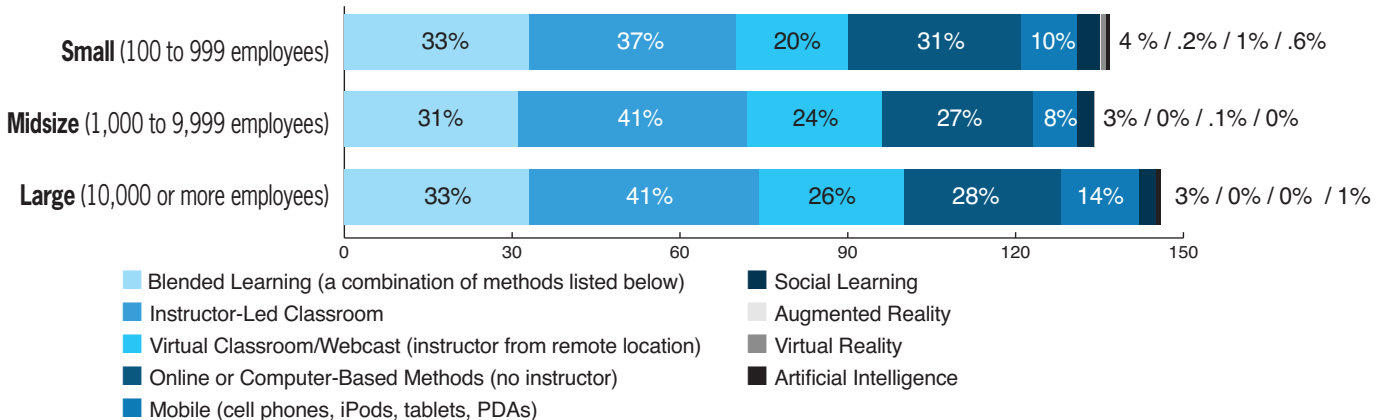
Some 33 percent of hours were delivered with blended learning techniques, up from 28 percent last year.

- 40 percent of training hours were delivered by a stand-and-deliver instructor in a classroom setting—the same as last year.
- 29 percent of hours were delivered via online or computer-based technologies, also the same as last year. Virtual classroom/Webcast accounted for 23 percent of hours delivered, up from 15 percent in 2019.
- 10 percent of training hours were delivered via mobile

devices, doubling the number from 2019. This year, 3.5 percent of training hours were delivered via social learning (vs. 5.5 percent last year). New technologies such as augmented reality (.1 percent), virtual reality (.5 percent), and artificial intelligence (.5 percent) were not widely used.

Blended learning is used exclusively or mostly (90 to 100 percent of the time) by 11 percent of the organizations. More companies (40 percent) use it for 10 to 29 percent of their training. Most organizations are using a mixture of blended

Training Delivery Methods by Company Size 2020



TRAINING DELIVERY

learning, instructor-led, virtual classroom, and online methods.

Mandatory or compliance training continued to be done mostly online, with 92 percent of organizations doing at least some of it online and 42 percent entirely online (up from 29 percent last year). Online training also often is used for interpersonal skills training (62 percent), IT/systems training (60 percent), management/supervisory training (58 percent), desktop application training (56 percent), profession/industry-specific training and onboarding (both at 53 percent), and customer service training (47 percent). Online training was least used for sales training (36 percent) and executive development (29 percent).

In terms of technology usage, of the nine learning technologies presented, the most often used included:

- Learning management systems (LMSs) at 84 percent, up from 82 percent last year, followed by virtual classroom/Webcasting/video broadcasting at 83 percent (up from 75 percent last year). Some 95 percent of large companies and 86 percent of midsize ones currently use LMSs vs. 75 percent of small companies.
- Rapid e-learning tools (46 percent, down from 48 percent last year)
- Mobile applications at 43 percent (up from 34 percent in 2019)

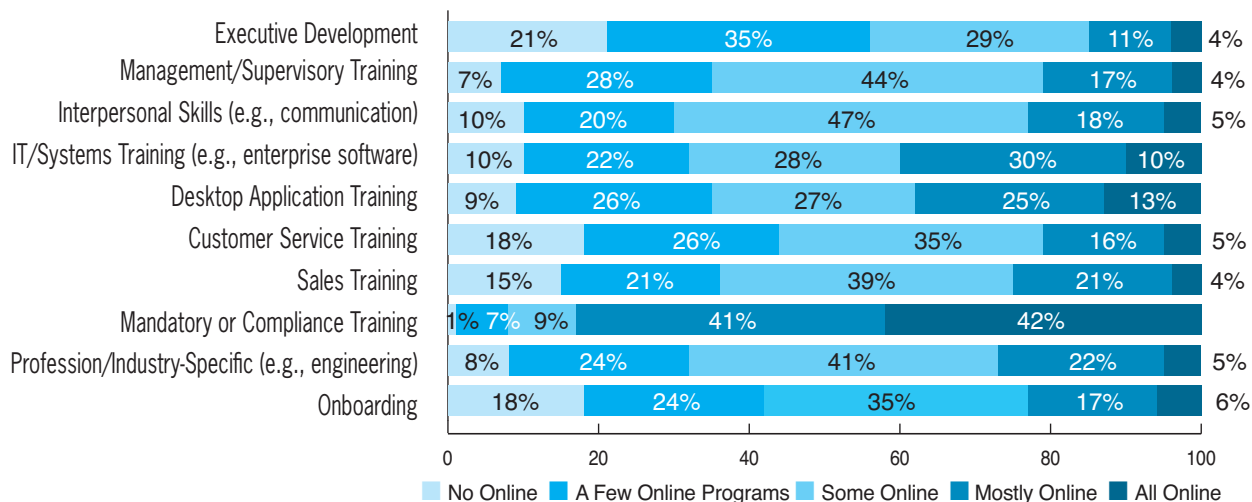
- Application simulation tools (30 percent, down from 39 percent last year)
- Learning content management systems (LCMSs) at 31 percent (up from 27 percent last year)
- Online performance support (EPSS) or knowledge management systems at 27 percent (down 1 percent from last year)
- Podcasting at 24 percent (up from 21 percent last year)

The delivery methods least often used for training remained the same as last year:

- Virtual reality at 9 percent (same as last year)
- Augmented reality at 4 percent (down from 6 percent in 2019)
- Artificial intelligence at 6 percent (up from 4 percent last year)

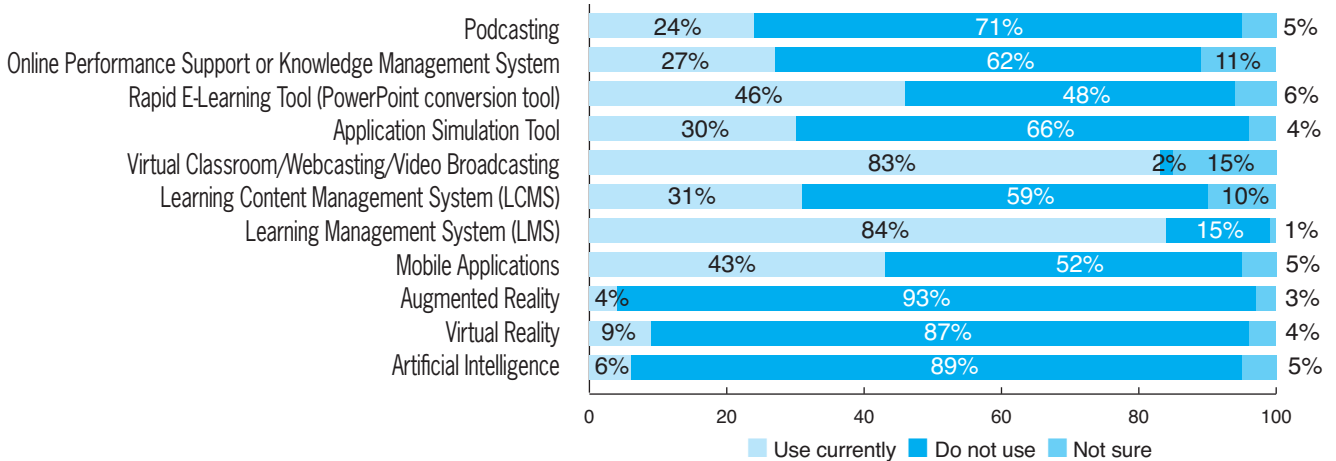
Large companies appear more inclined to experiment with these new technologies than small or midsize organizations: Some 17 percent of large companies currently are using virtual reality and artificial intelligence and 6 percent are using augmented reality, while 10 percent or less of small and midsize companies are using virtual reality and 5 percent or less are using the other two technologies.

Online Method Use for Types of Training

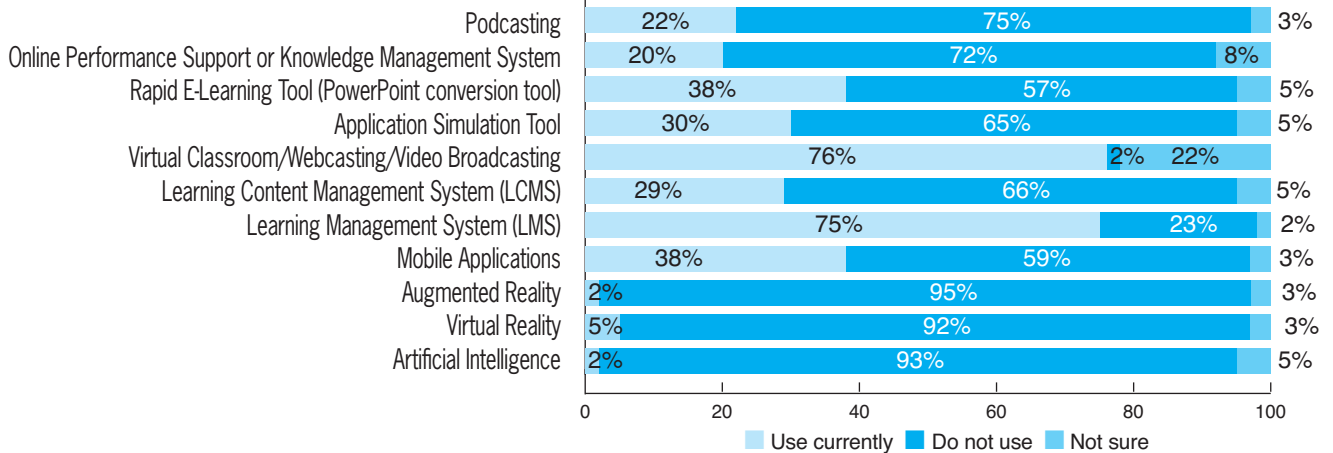


TRAINING DELIVERY

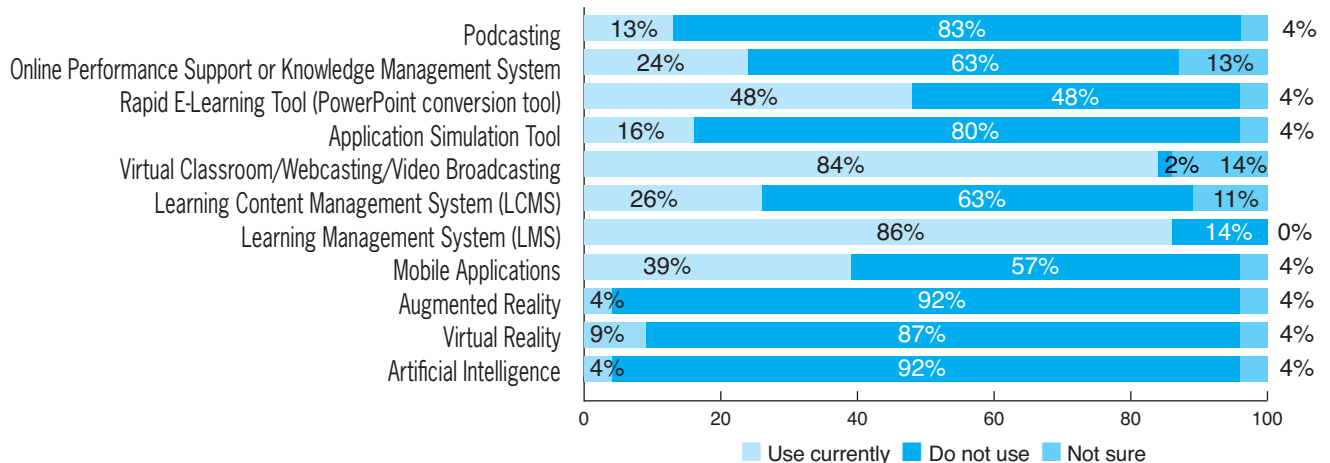
Learning Technologies Current Usage All Companies



Small Companies

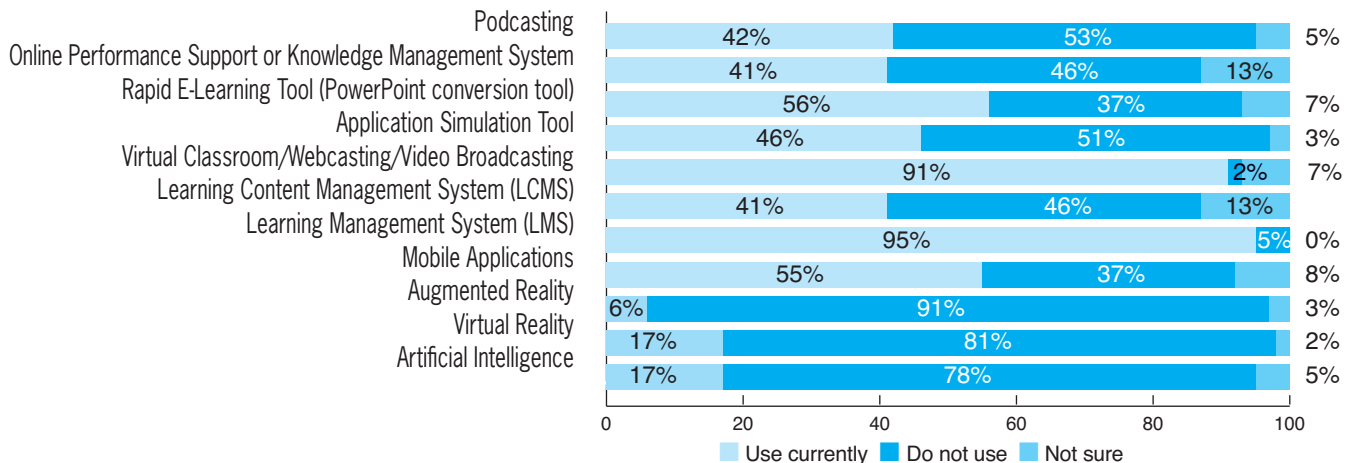


Midsize Companies



TRAINING DELIVERY

Learning Technologies Current Usage Large Companies



TRAINING OUTSOURCING

2020 saw an increase in the average expenditure for training outsourcing: \$417,375, up from \$378,490 in 2019. Large companies on average spent \$1.6 million vs. \$77,213 for midsize companies and \$96,640 for small ones. An average of 11 percent of the total training budget was spent on outsourcing in 2020 vs. 8 percent in 2019.

On average, 26 percent of companies mostly or completely outsourced LMS operations/hosting (down from 28 percent last year), while learner support and LMS administration largely were handled in-house (83 percent and 81 percent, respectively).

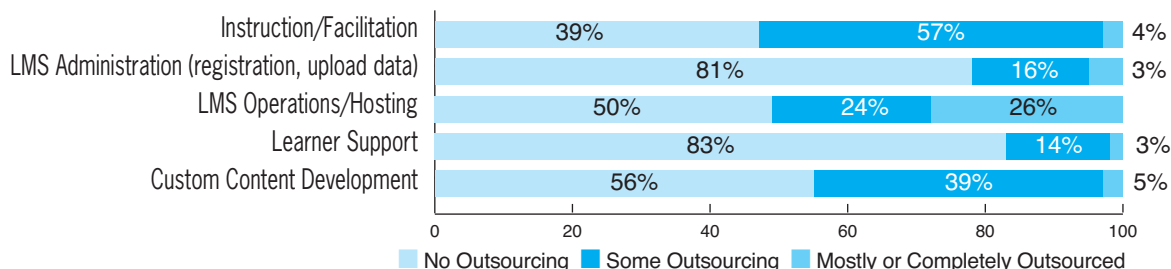
More instruction/facilitation was outsourced than handled in-house (61 percent vs. 39 percent). Across all the topic areas, small and midsize companies outsourced about the same, and large companies somewhat more. In the areas of custom

content development and learner support, the larger the company, the greater the outsourcing.

The level of outsourcing is expected to stay relatively steady in 2021—some 84 percent of organizations said they expect to stay the same in the outsourcing area. The percentage of companies expecting to increase outsourcing (7 percent) is slightly lower than those expecting to use outsourcing less (9 percent). More than half of respondents said they don't plan to outsource learner support or LMS administration in the next 12 months.

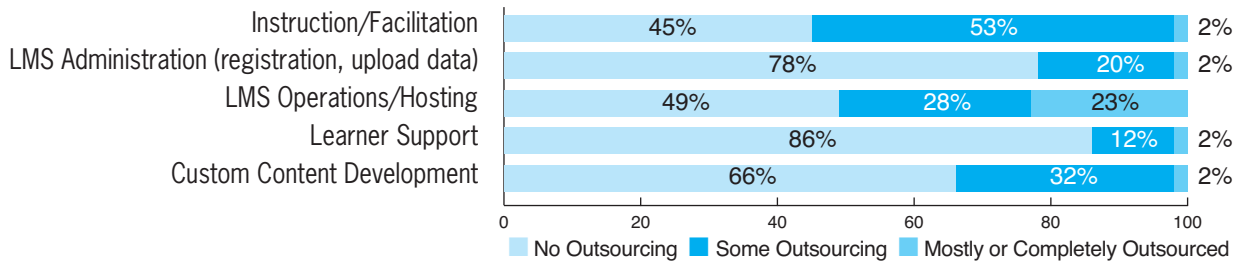
With respect to company size, large companies expect a bigger increase in outsourcing than either small or midsize companies. Midsize companies are more likely to report that they don't and won't outsource.

Extent of Outsourcing All Companies

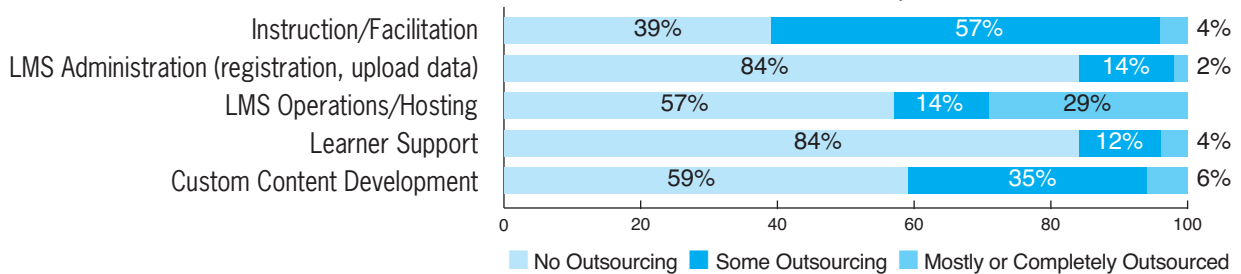


TRAINING OUTSOURCING

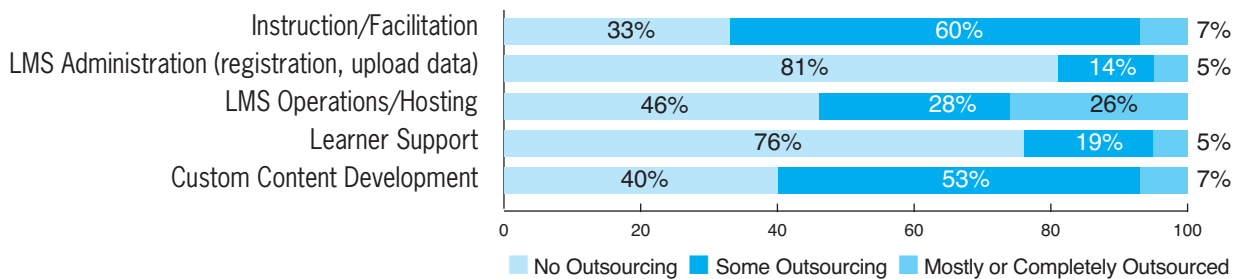
Extent of Outsourcing Small Companies



Midsize Companies

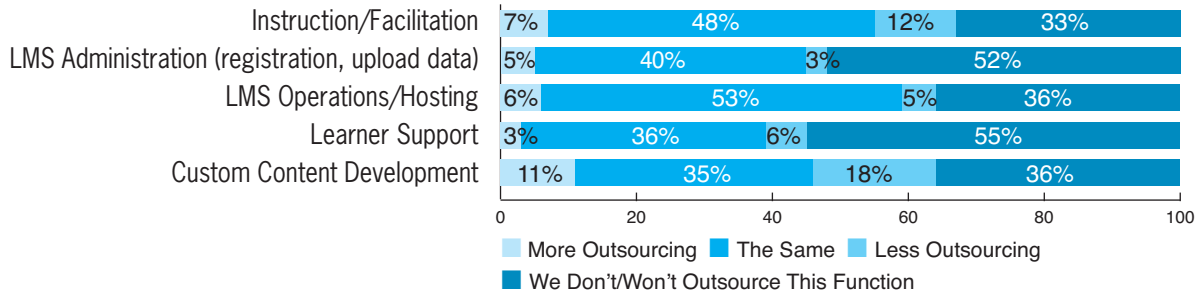


Large Companies

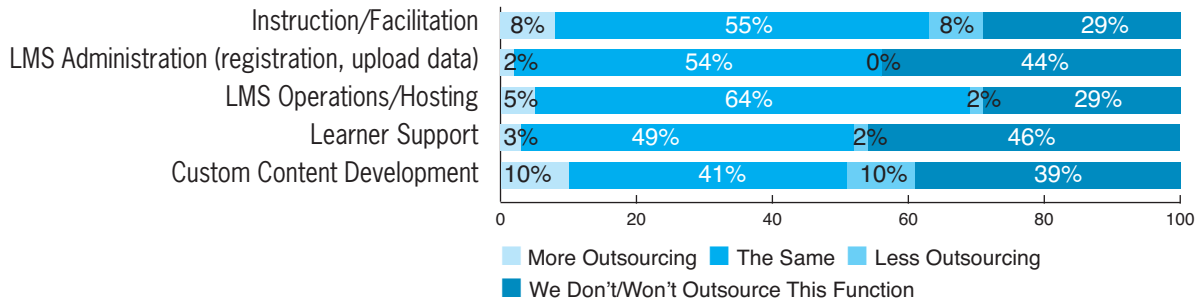


For 2021, large companies expect a bigger increase in outsourcing than either small or midsize companies. Midsize companies are more likely to report that they don't and won't outsource.

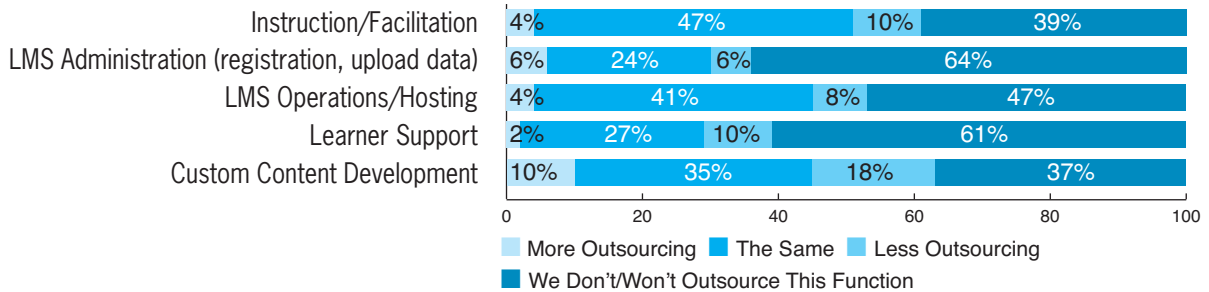
Projected Use of Outsourcing All Companies



Small Companies



Midsized Companies



Large Companies

