

2017 NEW ZEALAND EXECUTIVE EDUCATION SURVEY

Prepared by the Massey People, Organisation,
Work and Employment Research Group

MPOWER

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CONTENTS

About the Study	4
Respondent Demographics	6
Organisational and Development Priorities	9
Learning and Development Learning and Trends	15
Learning and Development Spending and Providers	22

ABOUT THE STUDY

This Executive Education Survey, commissioned by the Institute of Management New Zealand (IMNZ) and the Auckland Knowledge Exchange (AKE) Hub, was conducted by MPOWER researchers at Massey University. It forms the basis of a study which seeks to understand and disseminate the views of respondents from New Zealand (NZ) on executive education and development, and to compare these findings with those from Australia.

The survey largely adopted the format of Henley Business School's 2017 questionnaire, focusing on learning and development (L&D) in relation to three key staff groups: Executive and Senior Managers, Middle Managers (a new staff category for Henley) and 'High Potentials' (those deemed likely to assume an organisational leadership role). An in-depth literature review by the MPOWER team generated additional questions for inclusion in the survey to reflect NZ contextual considerations and research gaps in extant scholarship. The survey was piloted with experts from IMNZ, Australian Institute of Management (AIM) and Massey University before being disseminated in March throughout NZ and Australia amid national media profiling (e.g. via an article in The National Business Review in NZ) and via MPOWER, IMNZ, AKE Hub, the Human Resources Institute of New Zealand (HRINZ) and other networks, with reminder notices issued in late March.

This summary profiles the main results from the NZ and combined (NZ and Australian) surveys, produced from simple statistical analyses of numeric material and content analysis of open comments. It focuses on four areas:

- Survey and respondent demographics;
- Organisational and development priorities;
- L&D activities and trends; and
- L&D spending and providers.

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“Understanding
the future, its
opportunities and
risks is the way
to tomorrow’s
successful
leadership”

- 2017 SURVEY RESPONDENT (NZ)

RESPONDENT DEMOGRAPHICS

JOB TITLE

By job title, NZ respondents were reasonably evenly spread, with Executive/Senior leaders best represented (29.8%). For the combined data, respondents also spanned the title categories but were strongly represented by CEOs/Managing Directors and Managers and less by Professional/Technical staff. Most respondents held non-HR roles. Of those in HR, about one-third were L&D specialists and two-thirds were HR generalists.

RESPONDENTS BY JOB TITLE

(NZ and combined)

JOB TITLE	NZ (%)	COMBINED (%)
CEO/MANAGING DIRECTOR	17.5	24.2
EXECUTIVE/SENIOR LEADER	29.8	30.3
MANAGER	22.8	23.2
PROFESSIONAL/TECHNICAL	22.8	15.2
OTHER	7.0	7.1

RESPONDENTS BY JOB FUNCTION, NZ AND COMBINED

(NZ and combined)

JOB FUNCTION	NZ (%)	COMBINED (%)
HR	30.4	25.5
NON-HR	63.6	74.5

GENDER

Females formed a slight majority of the NZ respondents whilst the opposite was so for the combined respondents. Informants indicated that women were under-represented in each of the key staff groups in organisations, particularly among Executives and Senior Managers and High Potentials.

RESPONDENTS BY GENDER, NZ AND COMBINED

GENDER	NZ (%)	COMBINED (%)
FEMALE	54.4	45.5
MALE	45.6	54.5

WOMEN AS A SHARE OF DIFFERENT STAFF GROUPS

(NZ and combined)

STAFF GROUP	WOMEN'S SHARE OF STAFF GROUP, NZ				(%) WOMEN'S SHARE OF STAFF GROUP, COMBINED (%)			
	<10%	10-20%	30-50%	>50%	<10%	10-20%	30-50%	>50%
EXEC/SNR MANAGERS	27.3	23.6	30.9	18.2	34.0	24.7	23.7	17.5
MIDDLE MANAGERS	30.2	15.1	24.5	30.2	36.8	12.6	22.1	28.4
HIGH POTENTIALS	34.1	22.0	24.4	19.5	38.6	21.7	20.5	19.3

ORGANISATIONAL SIZE

Data came from respondents in organisations of all sizes. Around 56.2% of NZ respondents were from firms with between 0-200 employees, similar to the proportion (60.7%) for the combined dataset.

SECTORS

An array of sectors was also represented by both data cohorts though the spread of the responses does not reflect national sector sizes.

TURNOVER

Half of the organisations in the NZ survey had an annual turnover of NZ\$0-10 million and half of these had NZ\$1-5 million turnover. Just over one-third (37.1%) had turnover of NZ\$50 million or more. Australian data showed a somewhat different distribution, and in particular, 11.9% of respondents reported AU\$10-20 million per annum (compared with 1.9% of NZ responses) and 30.9% noted \$50 million or more (compared with 37.1% for NZ).

The major challenges facing NZ organisations emanate from both within and beyond the workplace setting.

ORGANISATIONAL AND DEVELOPMENT PRIORITIES

MAJOR ORGANISATIONAL CHALLENGES IN THE NEXT THREE YEARS

The major challenges facing NZ organisations emanated from both within and beyond the workplace setting:

- 1 Addressing technological advances (49.1%)
- 2 The speed of change (45.6%)
- 3 Managing costs (40.4%)
- 4 Major Re-organisation (40%)

For the combined data, the response pattern was largely the same. The most commonly-cited challenge related to addressing technological advances (46.5%), and third was speed of change (44.5%). The second most common factor was succession planning (45.5%) which ranked fourth equal for NZ organisations.

Organisational size was linked to challenge priorities, and only addressing technological advances featured in the most commonly-perceived challenges for both organisation size groups in NZ and the combined dataset.

PEOPLE AND TALENT MANAGEMENT OBJECTIVES IN 2016 AND 2017

For 2016, the most commonly-cited people development objectives for NZ organisations were to:

- 1 Retain talent in the business (79.1%)
- 2 Maintain and build employee engagement (69.8%) and
- 3 Equip leaders to deliver change (55.8%)

The same objectives re-appeared for 2017, albeit in a different order and with considerably more responses relating to equipping leaders to deliver change (76.1%). Top objectives for both years for organisations in the combined dataset echoed those for NZ.

NZ and Australian (not combined) turnover data were examined due to exchange rate differences between the two countries.

DEVELOPMENT PRIORITIES FOR KEY STAFF GROUPS

Top development priorities reflected the role emphasis of each key staff group. For Executive and Senior Managers, the priorities concerned strategy execution; leadership capabilities; innovating successfully; and managing reputation and risk.

For Middle Managers, they were: leadership capabilities; coaching skills; and emotional resilience, while for High Potentials, top priorities were: leadership capabilities; customer engagement; and innovating successfully. A common priority across the staff groups was leadership capabilities, and innovating successfully was emphasized for Executive and Senior Managers and High Potentials.

For the combined data, strategy execution and leadership capabilities were also significant development

priorities for Executive and Senior Managers. Strategy formulation was also highly ranked for this staff group (sixth for NZ). For Middle Managers, top priorities were: leadership capabilities, customer engagement and coaching skills, reflecting some similarities with NZ.

For High Potentials, leadership capabilities, customer engagement and emotional resilience were highly ranked, again reflecting some similarity with NZ responses.

DEVELOPMENT PRIORITIES FOR KEY STAFF GROUPS

(NZ and combined)

TOP DEVELOPMENT PRIORITIES	EXEC/SNR MANAGERS		MIDDLE MANAGERS		HIGH POTENTIALS	
	RANKING		RANKING		RANKING	
	NZ	COMBINED	NZ	COMBINED	NZ	COMBINED
STRATEGY EXECUTION	1	1				
LEADERSHIP CAPABILITIES	2	2	1	1	1	1
INNOVATING SUCCESSFULLY	3 =				3	
MANAGING REPUTATION AND RISK	3 =					
COACHING SKILLS			2	2 =		
CUSTOMER ENGAGEMENT				2 =	2	2
STRATEGY FORMULATION		3				
EMOTIONAL RESILIENCE			3			3

HOW EXECUTIVE EDUCATION DELIVERS ON ORGANISATIONAL OBJECTIVES

The vast majority of NZ respondents (85.8%) felt that executive education had at least some impact on/relevance for attaining organisational objectives, and 22.9% felt that its impact was significant. Those most convinced of the impact of executive education stressed its role in developing thinking, skills and behavioral approaches with which to respond to new situations, encouraging a cultural shift, sustaining organisational performance and 'keeping ahead'. Some were concerned with what could occur without executive education (e.g. "Without it you wither"). Still others felt that it had an important impact but only as a facet of a wider L&D approach.

For the combined dataset, overall ratings of its import for meeting organisational objectives were slightly less positive. Just over one-quarter (25.7%) saw it as having no or very little impact (compared with 16.3% for NZ). And while a solid majority (74.3%) felt that it had at least some relevance, this was less than for NZ and none of the respondents in Australia rated executive education as having a significant impact. Among those who saw its value for progressing objectives, emphasis was placed on the importance of executive skills for culture change and competitiveness. For those who were sceptical of its impact, their comments stressed the mediating effect of their organisation's existing skill base (e.g. "Our management team is well established and small. A number of members see little value in investment in their own training").

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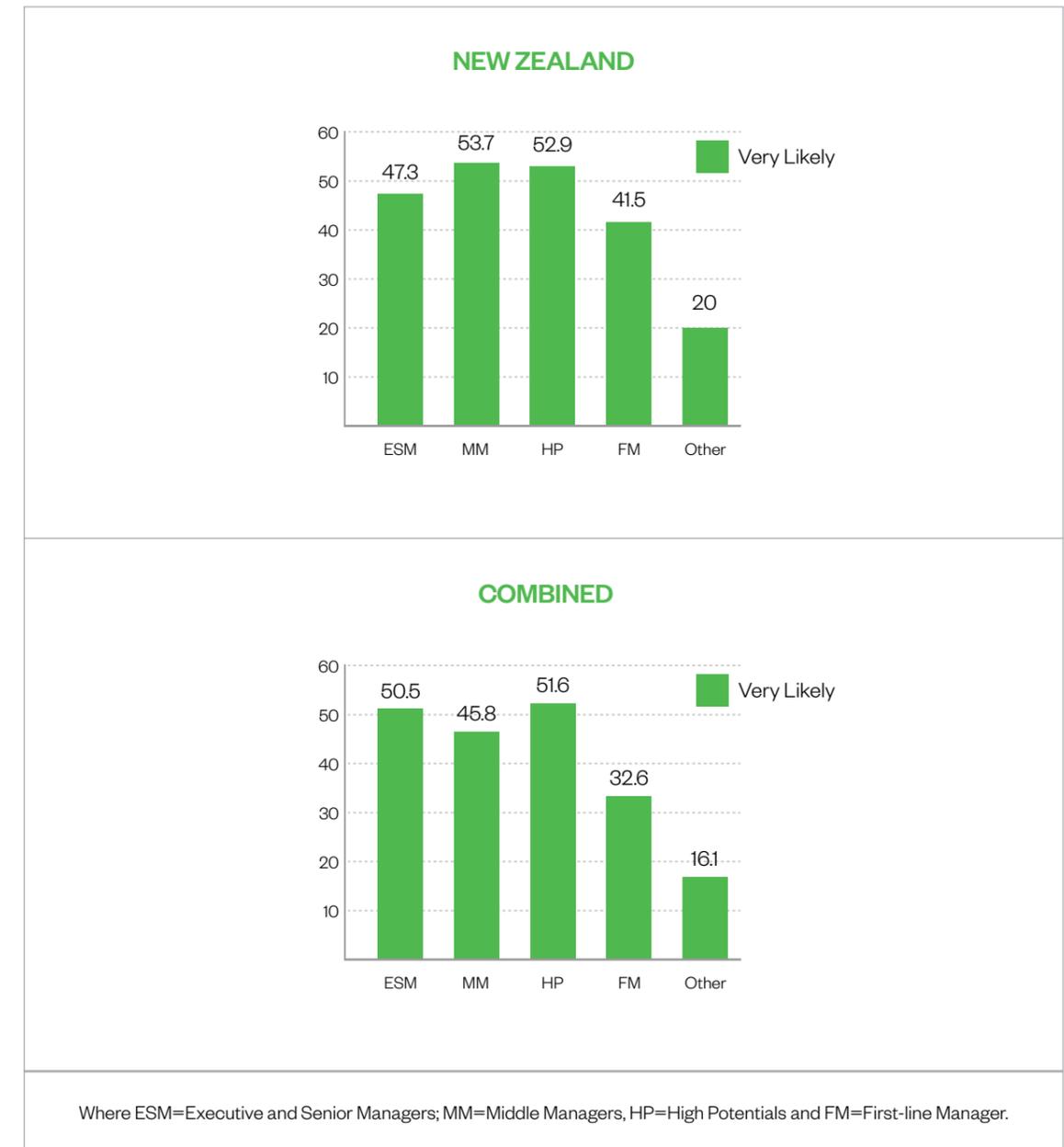
INDICATIVE COMMENTS FROM RESPONDENTS WHO SAW EXECUTIVE EDUCATION AS HAVING 'QUITE A LOT' OR A SIGNIFICANT IMPACT ON ORGANISATIONAL OBJECTIVES, (NZ and combined)

NZ	COMBINED
<p>"We have had help with an advanced financial development program which has enabled us to make better financial decisions. It is however not critical to our success but will likely make us more profitable"</p> <p>"Leadership functioning is critical to cultural change and organisation performance"</p> <p>"Executive education and equally important networking/debating with peers from different verticals helps to create new ways of thinking and results in more impactful problem solving"</p> <p>"The world is changing so fast you MUST continually retool, refresh and re-educate"</p>	<p>"The executives in our organisation do not operate at best practice standards and would benefit from executive education"</p> <p>"Our executives are very good at maintaining their professional accreditations, but don't focus well on their leadership capability building"</p> <p>"Depth and quality of new ideas and interactions enhanced"</p> <p>"Without the tools of leadership, culture won't change"</p>

STAFF GROUPS TO BE INCLUDED IN DEVELOPMENT PLANS

At least two-fifths of each staff group in NZ workplaces were considered very likely to be included in people development plans. The figures were highest for Middle Managers (53.7%) and High Potentials (52.9%), reflecting their possible identification for selection for future senior leadership roles. For the combined dataset, the profile differed somewhat, with high potentials edging ahead of other staff groups as those most likely to be very likely included in such plans this year. Also, while the figures for the combined and NZ data were similar with around one-half of Executive and Senior Managers being very likely to be included in such plans, they were lower for Middle Managers (45.8% versus 53.7% for NZ) and First-Line Managers (32.6% versus 41.5% for NZ).

PROPORTION OF EACH STAFF GROUP VERY LIKELY TO BE INCLUDED IN PEOPLE DEVELOPMENT PLANS FOR 2017 (NZ and combined)



Executive and Senior Managers in NZ workplaces most prefer coaching, experiential L&D and blended learning formats.

LEARNING AND DEVELOPMENT ACTIVITIES AND TRENDS

PLANNED LEARNING AND DEVELOPMENT METHODS FOR 2017

Respondents in NZ indicated that a considerable array of L&D methods was expected to be used in 2017. Leading the way was:

- 1 Individual coaching (77.8%)
- 2 Peer-to-peer activities (75.6%)
- 3 Team coaching (55.6%)
- 4= Blended learning and individual online learning (both 46.7%)
- 4= Individual Online Learning (46.7%)

For the combined dataset, the pattern was similar but at more conservative levels. The only exceptions were blended learning (47.5%, against 46.7% for NZ) and individual online learning (46.25%, close to the 46.7% for NZ).

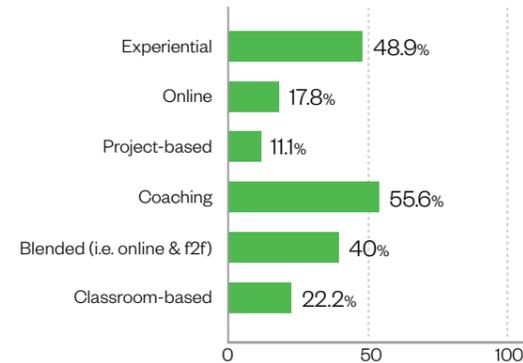
The results for smaller firms in NZ were similar to those for the overall NZ sample. However, in bigger NZ firms, the third most anticipated method was individual online learning (31.1%, compared with 15.6% for smaller firms), followed closely by blended learning, while team coaching ranked fifth. For the combined data, smaller organisations yielded similar results to those for the overall NZ survey. Larger entities emphasized peer-to-peer activities (30.0%); individual coaching (26.3%); and blended learning, and individual online learning (both 23.75%), similar to larger NZ companies.

PREFERRED LEARNING AND DEVELOPMENT FORMATS AND STAFF GROUPS

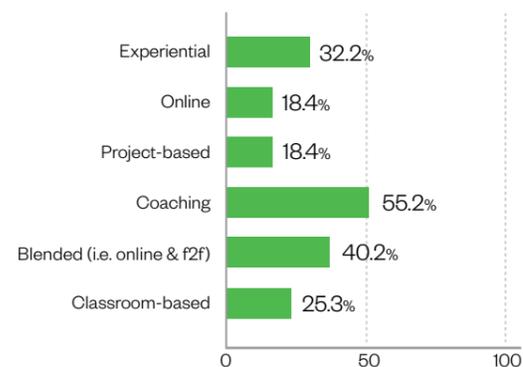
It was perceived that Executive and Senior Managers in NZ workplaces would most prefer coaching, experiential L&D and blended learning formats. For the combined data, a relatively similar pattern emerged.



PERCEPTIONS OF EXEC. & SENIOR MANAGERS' PREFERRED LEARNING AND DEVELOPMENT FORMATS (NZ)



PERCEPTIONS OF EXEC. & SENIOR MANAGERS' PREFERRED LEARNING AND DEVELOPMENT FORMATS (COMBINED)



In NZ, coaching was again perceived as the most favoured approach for Middle Managers (60.5%), but this time followed by blended learning (44.2%) and classroom-based L&D (32.6%). The pattern was similar for Middle Managers in the combined dataset with the exception of the number who felt that they would prefer experiential L&D (18.8%, compared to 27.9% of NZ respondents). Coaching was also most favoured for High Potentials in NZ workplaces (66.7%) – the highest share of responses for the three staff groups, followed by blended learning (48.7%) and experiential L&D (41.0%). For the combined data, a similar pattern emerged though High Potentials were thought to prefer experiential L&D by more respondents (41.0%, compared with 32.1% for NZ).

In NZ and Australasia, there are thus shared and more specific preferences around different L&D formats for different staff groups.

VALUE AND PURPOSE OF BUSINESS SCHOOLS FOR ORGANISATIONS

Comments from respondents in NZ stressed business schools' role as providers of an understanding of business, the regulatory framework and constraints, contemporary issues and trends; for leading executive knowledge, behaviour and upskilling; for developing critical thinking; and for accreditation and internationally-recognised qualifications. Additional comments from the combined dataset more strongly emphasised the key benefits of business schools (with one observing a connection between research provision and ROI and high yield strategy) while fewer highlighted their perceived shortcomings.

However, another one-third of NZ respondents felt that business school benefits could be greater, particularly around providing value-for-money and developing curricula and approaches that apply learning and knowledge to business contexts (e.g. "Business school is great, but there needs to be a balance of pragmatism sitting alongside academic intent"; "As a not-for-profit, costs of courses are tough"). Among the smaller minority of combined respondents who were critical of business schools was a view that they had non-unique offerings and varied levels of relevance to different businesses (e.g. "Business schools not applicable to off-shore islands"; "At this stage of our business, they are not really an option").



INDICATIVE COMMENTS ON THE VALUE AND PURPOSE OF BUSINESS SCHOOLS FOR ORGANISATIONS FROM SUPPORTIVE RESPONDENTS (NZ and combined)

NZ	COMBINED
<p>“Understanding of economic policy and international trade”</p> <p>“Centralised knowledge sharing”</p> <p>“Business schools are nice think tanks for new ground topics and special view on operational issues”</p> <p>“Thought leadership, well-grounded research based, networking, challenge thinking, focus on next practices, mindset changes”</p> <p>“Internationally-accredited training”</p> <p>“Cross industry/functional opportunities for Exec members to gain other perspectives and network”</p> <p>“... assistance [for] further education, distance learning”</p> <p>“Professionalism, knowledge, currency”</p>	<p>“Industry-relevant courses, easily accessible by busy executives”</p> <p>“Tailored solutions”</p> <p>“Structured, formal qualifications coupled with institution prestige and access to industry/career networks”</p> <p>“High learning opportunities that enable transformation of individuals and the leaders involved”</p> <p>“A very good portal of quality and current information to equip us with the latest skills and knowledge to compete and remain agile”</p> <p>“Enabling thought leadership on developments in business and learning outside the organisation & globally”</p> <p>“Interaction & proven history”</p> <p>“Face-to-face learning that allows executives to network and learn from other leaders in other industries”</p>

HOW BUSINESS SCHOOLS COULD DEVELOP THE BENEFITS THEY OFFER

Suggestions from NZ respondents focused on subject coverage and approach, delivery and cost arrangements:

- Keep close to industry leaders and operational life to remain current
- Ensure business qualifications are rigorous and elitist to keep their standards and value
- Provide learners with application support at work
- Offer variable and realistic rates and package deals, particularly for NGOs
- Increase the balance of instruction from scholars and practitioners
- Offer more thought leadership content and bring international experts in to lift the quality
- Make courses more accessible via online delivery and/or extended periods outside semester;



- Increase people leadership and management focus, decrease financial analysis and market analytics
- Conduct follow-ups and after sales investigations against a set of known benchmarks
- Get companies to share their experiences
- Offer scholarships

Another batch of comments from the combined data observed similar and additional points. The latter included having greater clarity on the link between business school education and organisational outcomes; ensuring networks grow and are used by future students; enhancing online delivery with mentoring and more local support; using workshops, role plays and case studies; getting formal recognition of business school education; and tailored programmes.

ATTITUDES TO ONLINE LEARNING

NZ respondents were generally positive towards online L&D. Although just under half (47.9%) strongly agreed or agreed that it was not possible to replicate classroom dynamics in an online environment, another 22.9% were neutral. More than half (56.3%) agreed or strongly agreed that their organisation was comfortable about increasing the ratio of online to face-to-face learning (25.0% were neutral), and a substantial two-thirds strongly agreed or agreed that online learning was more cost effective than other executive development methods. Furthermore, 70.8% felt that online learning was suitable for many but not all aspects of leadership development, and 70.9% agreed in total that senior leaders could benefit from online learning (though 22.9% were neutral). For the combined dataset, similar response patterns emerged though 62.2% (compared with 56.3% for NZ) agreed that their organisation was comfortable about increasing the ratio of online to face-to-face learning.

LEARNING AND DEVELOPMENT SUPPORT AND EVALUATION

Following executive development programmes, respondents from both datasets indicated that the following were most regularly used in their organisation:

- 1 Formal feedback from the participating executive (NZ - 46.3%, combined – 42.1%)
- 2 A review of the executive's KPIs (NZ - 42.1%, combined – 42.3%), and
- 3 A review of the KPIs for the executive's team(s) (NZ - 41.0%, combined – 36.1%)

EVENTS IN 2016 OF CONSEQUENCE FOR ORGANISATIONAL PERFORMANCE

In NZ, particular events of note in 2016 for impacting on organisations were: competitive/market conditions (e.g. following Brexit); overseas regulatory changes; technological advancement and disruption (including social media development); funding levels; natural disasters; litigation; and more internally-focused, corporate restructuring and investment/resourcing decisions; and evolving views on L&D. Additional comments from the combined data echoed these areas, and added context-specific observations concerning regulation (legislative change), compliance and reduced business confidence.

IMPACT OF EXECUTIVE EDUCATION ON ORGANISATIONAL PRODUCTIVITY

Most respondents, particularly in the combined dataset, perceived a positive link between executive education and organisational productivity. Supporting comments from NZ and combined respondents centred on its capacity to provide focus, purpose, motivation and innovation; handle change management well; and increase competitiveness and capabilities, with several adding the caveat that the level of impact depended on executive education being accompanied by effective application support in the workplace. However, a significant minority in both datasets were not sure of a connection, sometimes due to a view that it was difficult to gauge without measurements or only limited use of formal executive education.

PERCEPTIONS OF IMPACT OF EXECUTIVE EDUCATION ON ORGANISATIONAL PRODUCTIVITY (NZ and combined)

DOES EXECUTIVE EDUCATION IMPACT ON YOUR ORGANISATION'S PRODUCTIVITY?	NZ (%)	COMBINED (%)
YES	64.7	74.6
NO	8.8	7.5
DON'T KNOW	26.5	17.9

Most respondents in Australia and New Zealand saw a positive link between executive education and organisational productivity.

LEARNING AND DEVELOPMENT SPENDING AND PROVIDERS

For NZ organisations, L&D expenditure was somewhat clustered at lower levels - 49.6% of respondents indicated that it ranged from NZ\$0-30,000. However, the concentration was even higher for organisations in Australia, with 59.5% reporting a similar level of expenditure. Similar levels of expenditure over NZ/AU\$500,001 were reported for the two countries.

EXTERNAL EXPENDITURE ON L&D PER YEAR, NZ AND AUSTRALIA

EXTERNAL SPENDING ON L&D	NZ (%)	AUSTRALIA (%)
\$0-10,000	29.6	38.1
\$10,001-30,000	13.0	21.4
\$30,000-50,000	9.3	2.4
\$50,001-100,000	9.3	11.9
\$100,001-250,000	11.1	7.1
\$250,001-500,000	13.0	4.8
\$500,001-1 MILLION	9.3	4.8
MORE THAN \$1 MILLION	5.6	9.5

SIZE OF L&D BUDGET FOR 2017 COMPARED WITH THAT FOR 2016, NZ AND COMBINED

COMPARED WITH 2016, THE 2017 L&D BUDGET WILL BE	NZ (%)	COMBINED (%)
LARGER	29.1	35.1
SMALLER	20.0	20.6
THE SAME	50.9	44.3

Just over half (50.9%) of the NZ respondents said that expenditure would stay the same and over one-quarter (29.1%) that it would increase in 2017. The majority (80.0%) thus indicated spending stability or growth. NZ respondents who anticipated the same level of L&D budget often noted static internal and external conditions or constraints (including budget), competing needs as well as it being up to staff to ask for development. Others who anticipated increased L&D spend related this to L&D's past and anticipated positive impacts on organisational processes and performance; concepts of (management) L&D as an on-going upskilling activity; and wider regulatory and environmental dynamics.

Those who commented on a reduced spend mostly discussed cost-cutting but sometimes a view that existing investment in this area had set the scene for lingering benefits (e.g. "Less training is required as skills have already been acquired").

The combined respondent groups indicated that their L&D spend would be greater in 2017

For the combined data, a slightly more positive scenario emerged, with 35.1% indicating that their L&D would be greater in 2017, whilst a slightly smaller proportion (44.3%) felt that it would stay the same. Like NZ, explanations for a static spend on L&D centred around budgets and constraints on such (e.g. around profit and industry considerations). Two also noted satisfaction with the skill progression plan that they had underway, and to reliable forecasting. Comments about anticipated spend increases also emphasised the same factors noted in NZ: the need to upskill; perceived impacts on organisational performance; company development and growth; regulatory conditions; and new market conditions. In one case, the appointment of a new General Manager was noted for encouraging greater spend. Reasons from nine people for lower L&D expenditure in 2017 echoed those from NZ: reducing resources leading to budget cuts and organisational restructuring. However, none linked a smaller budget to reduced training requirements due to earlier investment.

As might be expected, L&D expenditure was higher in larger organisations. In NZ, half (50.0%) respondents from organisations with 0-200 employees reported that their organisation spent between NZ\$0-10,000 – this may mean that a proportion had no budget for such. One-third indicated that their firm spent between NZ\$10,001-50,000. Setting aside the exchange rate difference, in Australia, 53.4% of L&D expenditure being between AU\$30,000, reflecting a greater proportion of smaller companies in the sample. A total of 31.0% reported a spend of between AU\$10,001-50,000 while, as in NZ, none reported expenditure over AU\$250,001.

By contrast, according to respondents from larger NZ firms, 50% of the spend was between NZ\$250,001-1 million. Another 12.5% said the expenditure was over NZ\$1 million annually, meaning that nearly two-thirds (62.5%) of the larger organisations' respondents said that the budget for external L&D was NZ\$250,000 or more, meaning 87.4% spent at least NZ\$50,001 per annum, compared with just 16.7% of the smaller firms. In Australia, 60.5% of respondents reported that larger firms spent \$250,001 or more per annum.

TYPES OF PROVIDERS USED

A wide range of L&D providers were expected for key staff groups but their emphasis varied. For Executives and Senior Managers in NZ and the combined dataset, the most cited were:

- 1 A training provider (NZ: 62.5%, combined: 50.0%)
- 2 An external coach (NZ: 52.5%, combined: 55.3%)
- 3 A consulting company (NZ: 37.5%, combined: 43.4%)

For Middle Managers, the most commonly-cited providers in NZ and for the combined dataset were:

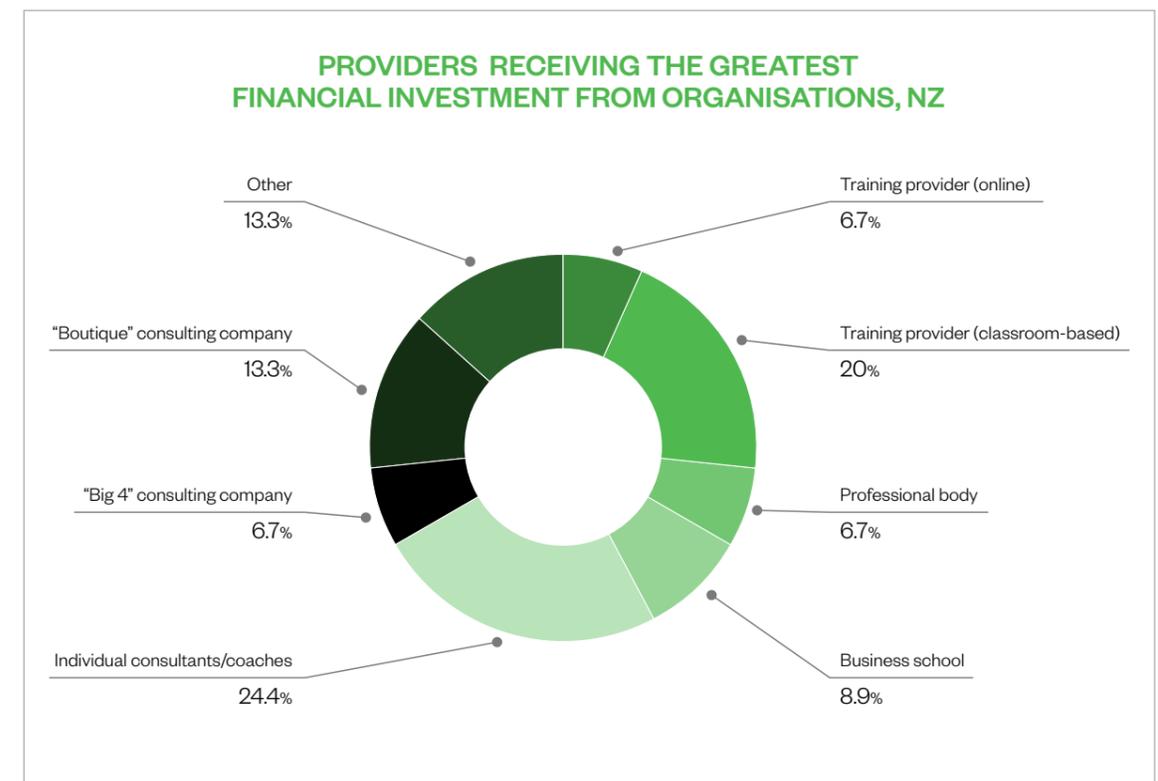
- 1= A training provider, An internal trainer, An internal coach (NZ – all 66.7%; for combined – 61.1%, 66.7% and 63.9% respectively)

External coaches/consultants did not feature as highly for Middle Managers as for Executive and Senior Managers in the overall NZ sample, while internal trainers were likely to be important for Middle Managers but not their seniors.

For High Potentials, as with Middle Managers, there was strong emphasis on internal provision:

- 1 An internal coach (NZ: 76.5%, combined: 70.8%)
- 2 An internal trainer (NZ: 70.6%, combined: 70.8%)
- 3 A training provider (NZ: 55.9%, combined: 47.7%)

Some variation in expected L&D provider use and staff group was also found in relation to organisational size (and thus, likely available resources for L&D), with implications for providers' client targets. For example, around two-fifths of smaller entities in both datasets stressed business schools for Executive and Senior Manager development. In larger organisations, the profile echoed that for the overall datasets.



By organisational size, smaller NZ and combined dataset organisations were expected to invest most in 2017 in individual consultants/coaches and 'boutique' consulting companies. Larger organisations were likely to invest most in training providers (classroom-based) and individual consultants/coaches.

Larger organisations were likely to invest most in training providers (classroom-based) and individual consultants/coaches.

IMPORTANT FACTORS THAT INFLUENCE LEARNING AND DEVELOPMENT PROVIDER CONSIDERATIONS

When considering using a business school, NZ and combined respondents emphasized a wide array of factors, but most of all:

- 1 Quality of teaching and learning resources (NZ - 83.3%, combined - 86.8%)
- 2 Leading practice, methods and knowledge (NZ - 72.2%, combined - 73.5%) and
- 3 Access to learning & networking from other sectors/organisations (NZ - 69.4% combined - 66.2%)

In choosing training providers, NZ respondents indicated less spread in terms of the most important considerations. Nonetheless, the three most often noted factors were similar to those for business schools:

- 1 Leading practice, methods and knowledge (73.8%)
- 2= Quality of teaching and learning resources and a tailored approach (both 69.0%)
- 4 Learning delivered efficiently and with minimal disruption (66.7%)

For the combined dataset, respondents most highly rated value for money (71.8%) and then the second to fourth factors stressed by the NZ informants.

When considering a consulting company, a range of factors were often highly cited by NZ and combined respondents, but in particular:

- 1= Leading practice, methods and knowledge, and attention to implementation and follow-up (NZ - all 77.8%, for combined - 73.2%, 73.2% and 71.8% respectively)

Both smaller and larger NZ organisations stressed the same considerations for choosing a business school (see above). For the combined dataset, smaller organisations emphasized a tailored approach (41.0%); quality of teaching and learning resources (38.5%); and value for money, and learning delivered efficiently and with minimum disruption (both 37.2%). For larger entities, quality resources (35.8%), leading practice, methods and knowledge (29.4%) and value for money (25.0%) were stressed. However, with training providers, smaller NZ firms emphasized leading practices, methods and knowledge (40.5%); learning delivered efficiently and with minimal disruption (38.1%); and a tailored approach (35.7%). Smaller entities from the combined dataset stressed quality of teaching and learning resources (38.5%); and learning delivered efficiently and with minimal disruption, and value for money (both 37.2%). In larger organisations, a wide range of factors were ranked top equal by NZ and combined respondents. With consulting companies, smaller NZ and combined firm respondents stressed:

- 1 A tailored approach (NZ - 41.7%; combined - 42.3%)
- 2 Leading practice, methods and knowledge (NZ - 38.9%; combined - 39.4%)
- 3= Value for money, Attention to implementation and follow-up (NZ - both 36.1% combined - 40.8% and 39.4% respectively)

Larger NZ organisations emphasized attention to implementation and follow-up, and proven ability to impact on individual performance/business (both 41.7%); and leading practice, methods and knowledge (38.9%). For bigger entities in the combined dataset, leading practice, methods and knowledge, and attention to implementation and follow-up (both 33.8%) were highlighted, as well as quality of teaching and learning resources (31.0%).

SAMPLE PROFILE

Total survey returns were virtually the same for NZ (138) and Australia (140). These figures align with a similar level of response to Henley Business School's more established survey which elicited responses from 439 individuals from 47 countries in 2016.

PROFILE OF SURVEY RETURNS, NZ, AUSTRALIA AND COMBINED

SURVEY RETURN DETAILS	NZ	AUSTRALIA	COMBINED
TOTAL SURVEY RETURNS (NUMBER)	138	140	278
FULLY COMPLETED RETURNS (NUMBER)	38	35	72
USABLE SURVEY RETURNS (NUMBER)	57	42	99
USABLE SURVEY RETURNS (NUMBER)	41.3	30	35.6



IMNZ

where leaders learn

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WELLINGTON Level 7, Lumley House, 3-11 Hunter Street (04) 495 8300

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