

International Energy Forum
Tackling the human resource crunch in the petroleum industry



Doha - Qatar 13 – 14 April 2009

E-Learning:

[Addressing national shortages in skilled human resources for the energy and industry sector]

**Prepared by: Corporate Training Department
Qatar Petroleum**

Content

- Background
- Corporate Training/ Strategy
- e-Learning experimentation within Corporate Training
- Strategy guidelines
- Creating an e-Learning strategy
- The e-Learning roadmap
- Desired directions and conclusion

The Strategic Qatarization Plan



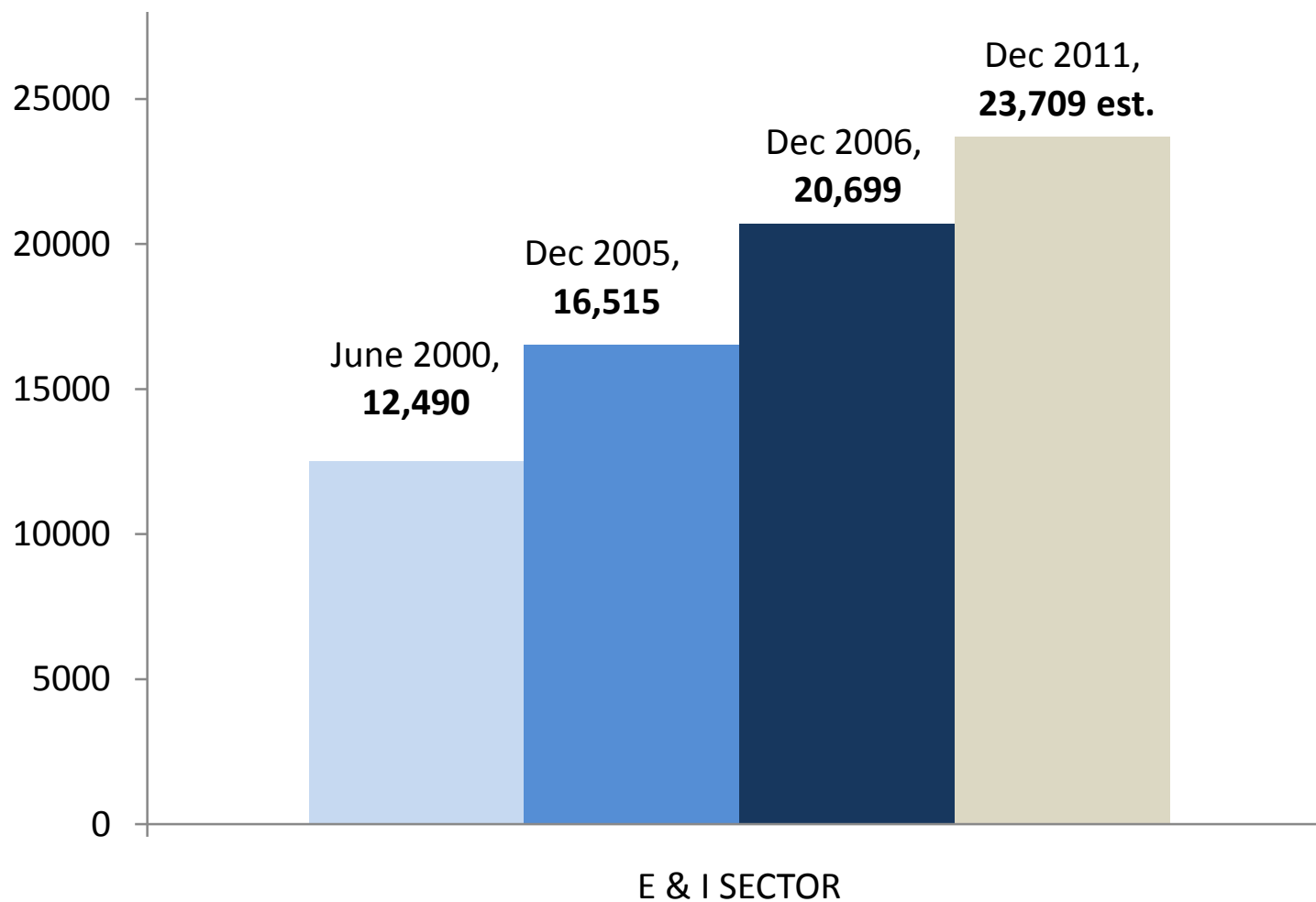
- QP started quality Qatarization in June 2000 to place quality, competent Qataris into permanent positions targeting 50% Qatari workforce without compromising quality;
- Over 4,000 Qataris (18%) are presently employed in the Qatari Energy and Industry Sector;
- By 2012, the number should be around 6,000 (25%);
- Training and career development are key for the realization of the plan.

***Corporate
Training***

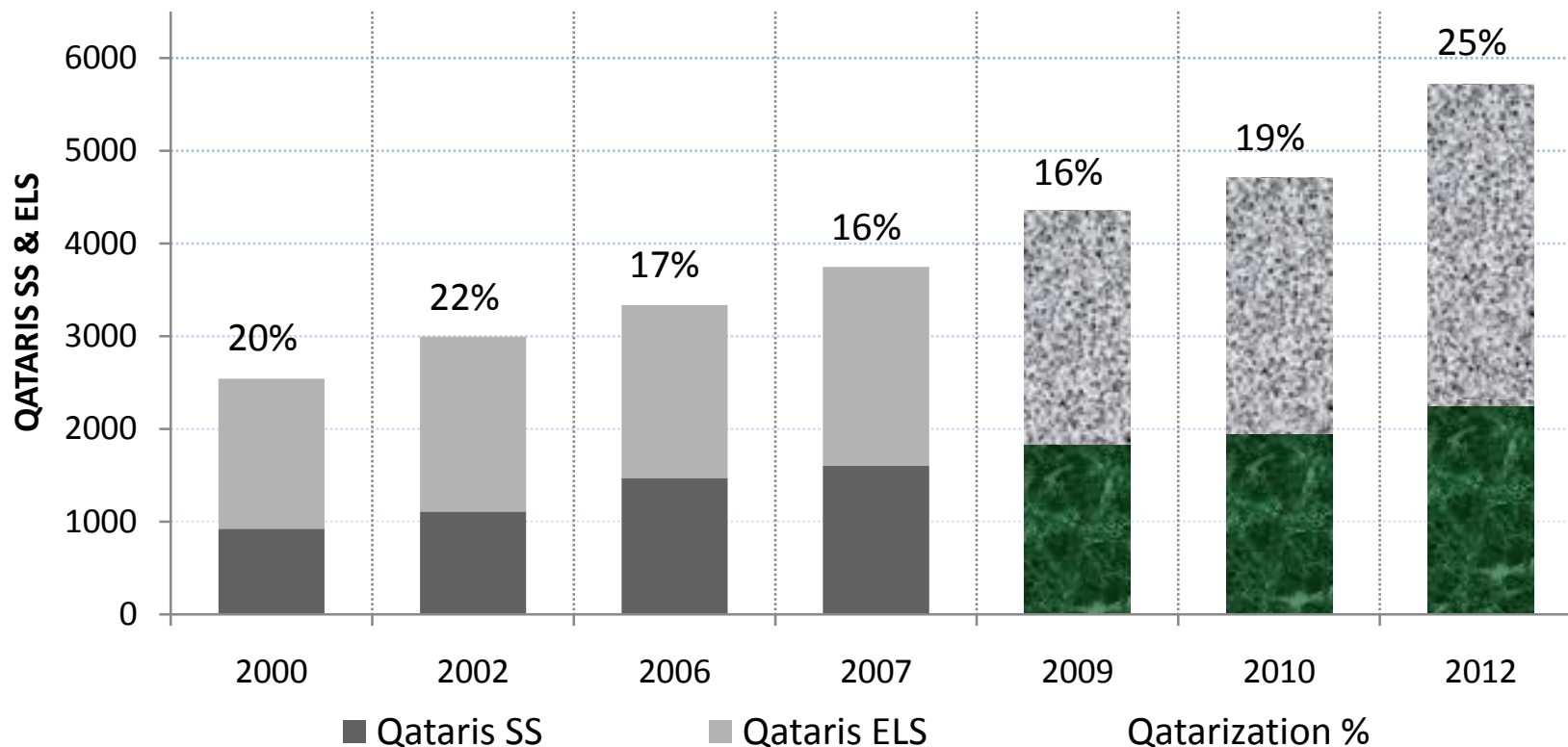
Constraints

- Limited number of qualified Qataris, both high school and university graduates;
- Mismatch of tertiary education output with labour market requirements;
- Difficulties in retaining Qataris once trained ;
- Unclear career development and motivation incentives;
- Increased competition from other sectors in Qatar and GCC countries.

ENERGY & INDUSTRY SECTOR ACTUAL AND EXPECTED GROWTH

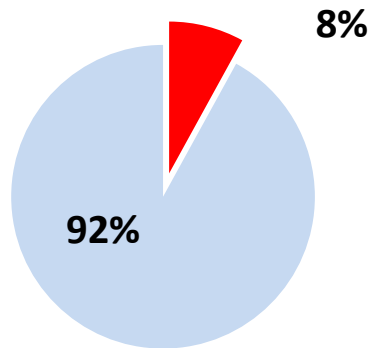


ENERGY & INDUSTRY SECTOR QATARIZATION TREND - % POSITIONS HELD, OR ESTIMATED TO BE HELD, BY QATARIS 2000 – 2012

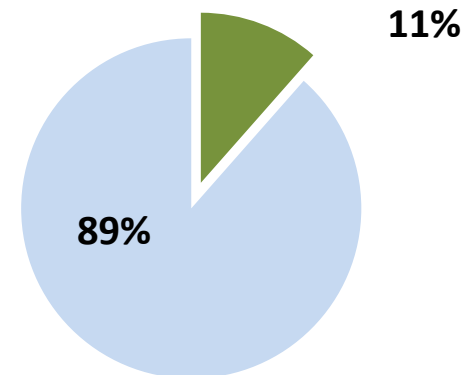


QP training expenditure as a % of Payroll

QP Training cost **excluding** trainees' salaries and benefits

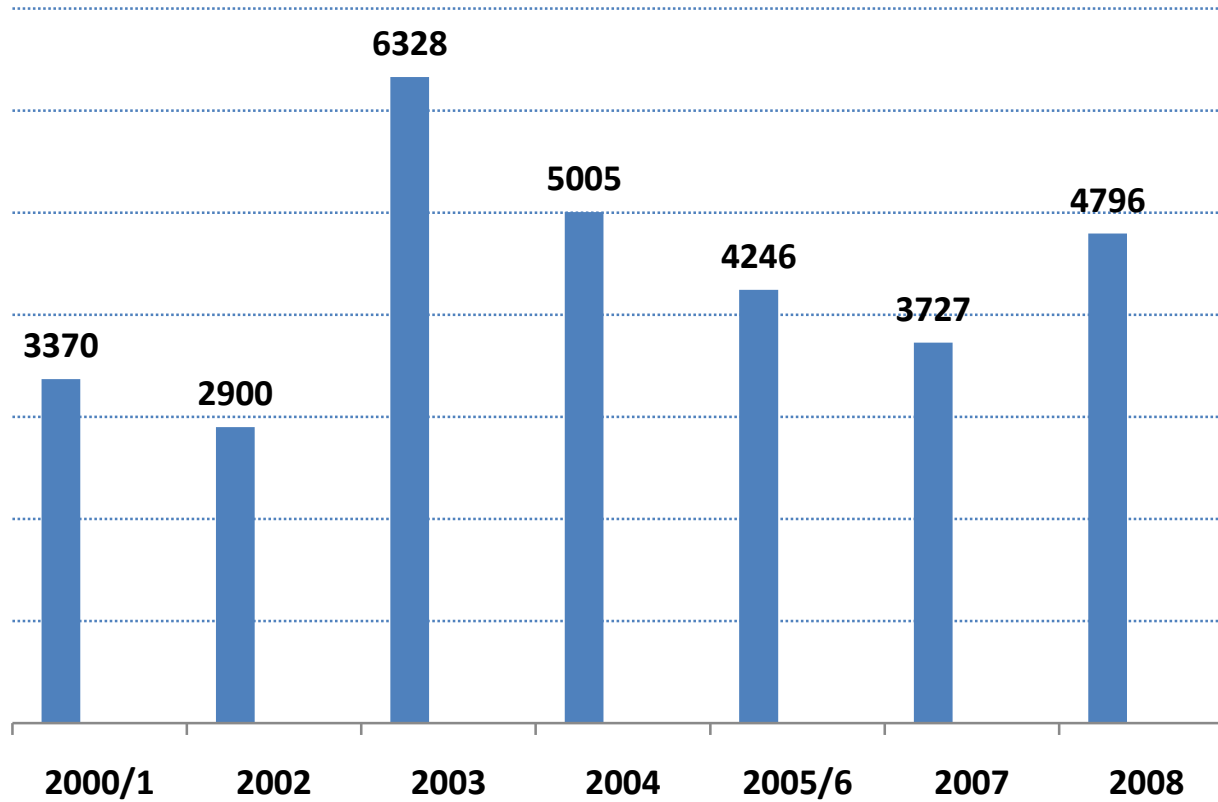


QP Training cost **including** trainees' salaries and benefits



■ **International** Industry average is 3 to 4%.

“Course. staff members” achieved [2000 – 2008]



Benefits of different types of training

Classroom

- Immediate feedback and support;
- Social aspects;
- Immediacy of feedback;
- Easy to see performance
- Underpinning comprehension

E-Learning

- Easily scalable;
- Possible to customize;
- Easier tracking;
- Easier standardization;
- Potential for increased participation;
- Incremental cost is lowered when spread over wide audience.

On the job

- Real examples, not made up;
- Immediate feedback and support;
- Able to see the full complexity of job skills;
- Mentoring or coaching over time is possible;
- cannot be totally replaced by other types of training

Challenges of different types of training

Classroom

- Usually linear, more time-bound;
- Participation is limited by available time and need to cover content;
- Travel increases cost appreciably;
- Not easily scalable.

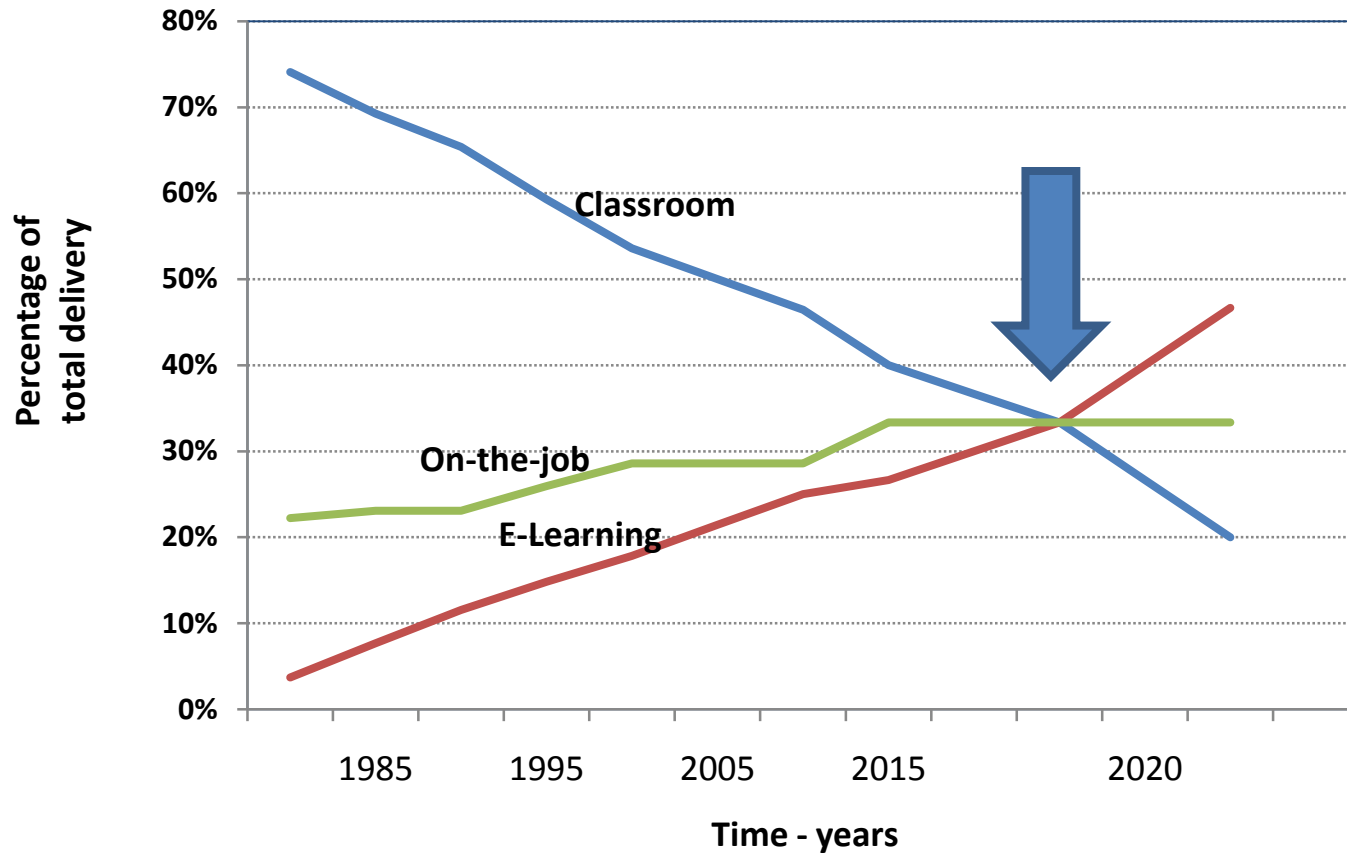
E-Learning

- Boring when not enough consideration is given to interaction needs;
- May be challenging to use;
- Delayed or nonexistent feedback and support is common;
- May feel distant or remote.

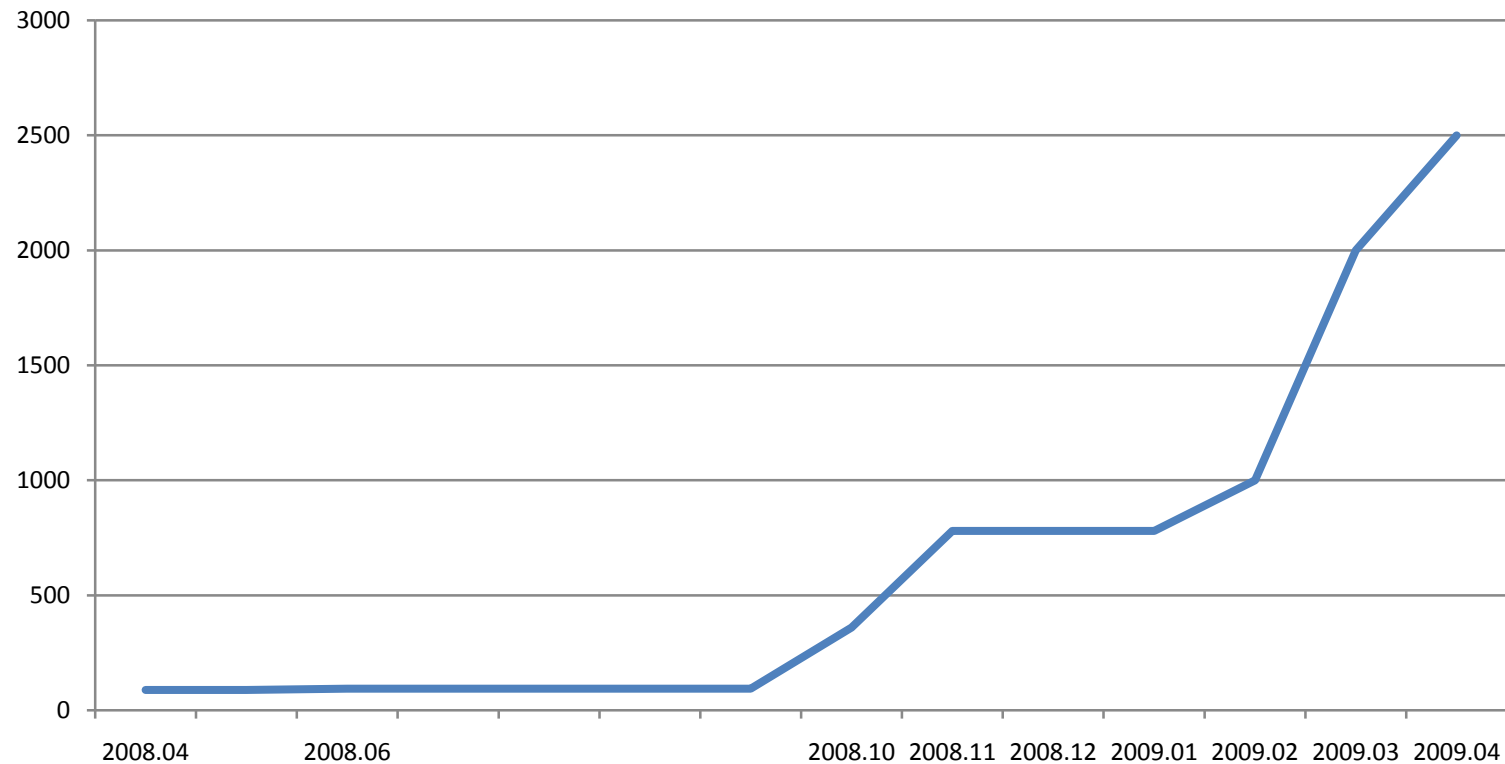
On the job

- Non-standardized quality of trainers and the training process;
- Can be time consuming;
- May need to limit practice for safety and other concerns;
- Learner could be overwhelmed.

The concept of balancing training delivery

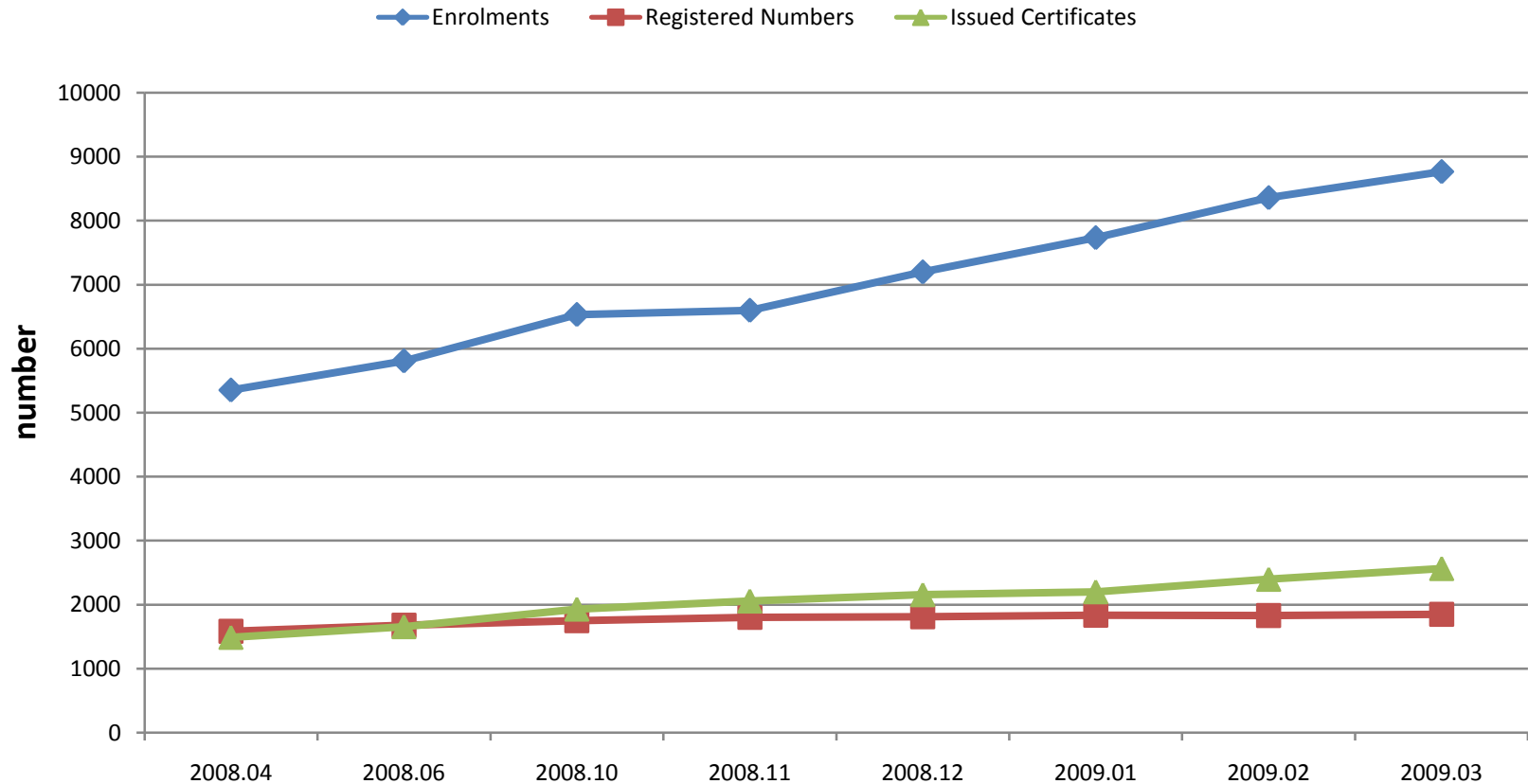


e-Learning Courses available on line [April 2008 to April 2009]



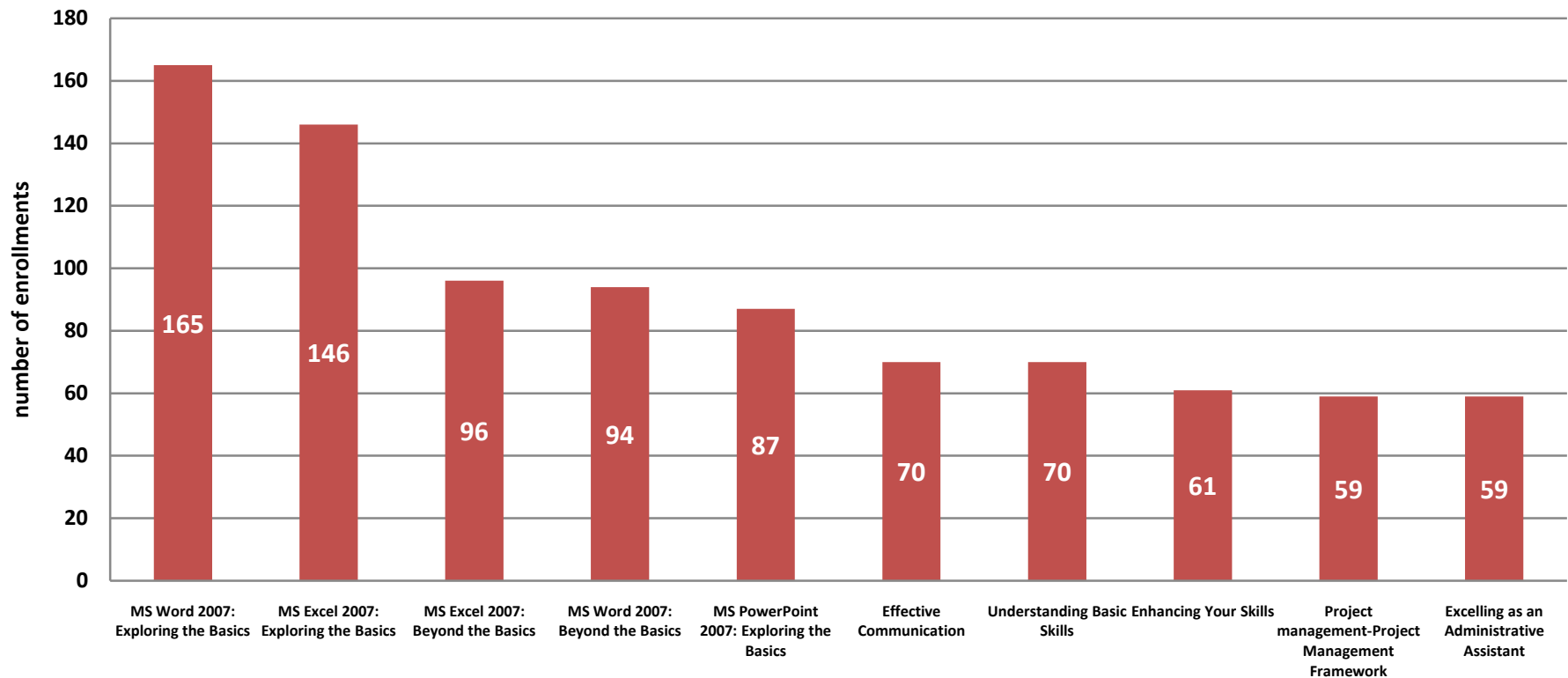
Accumulated Enrolments, registrations and certification for e-Learning courses

[April 2008 to March 2009]

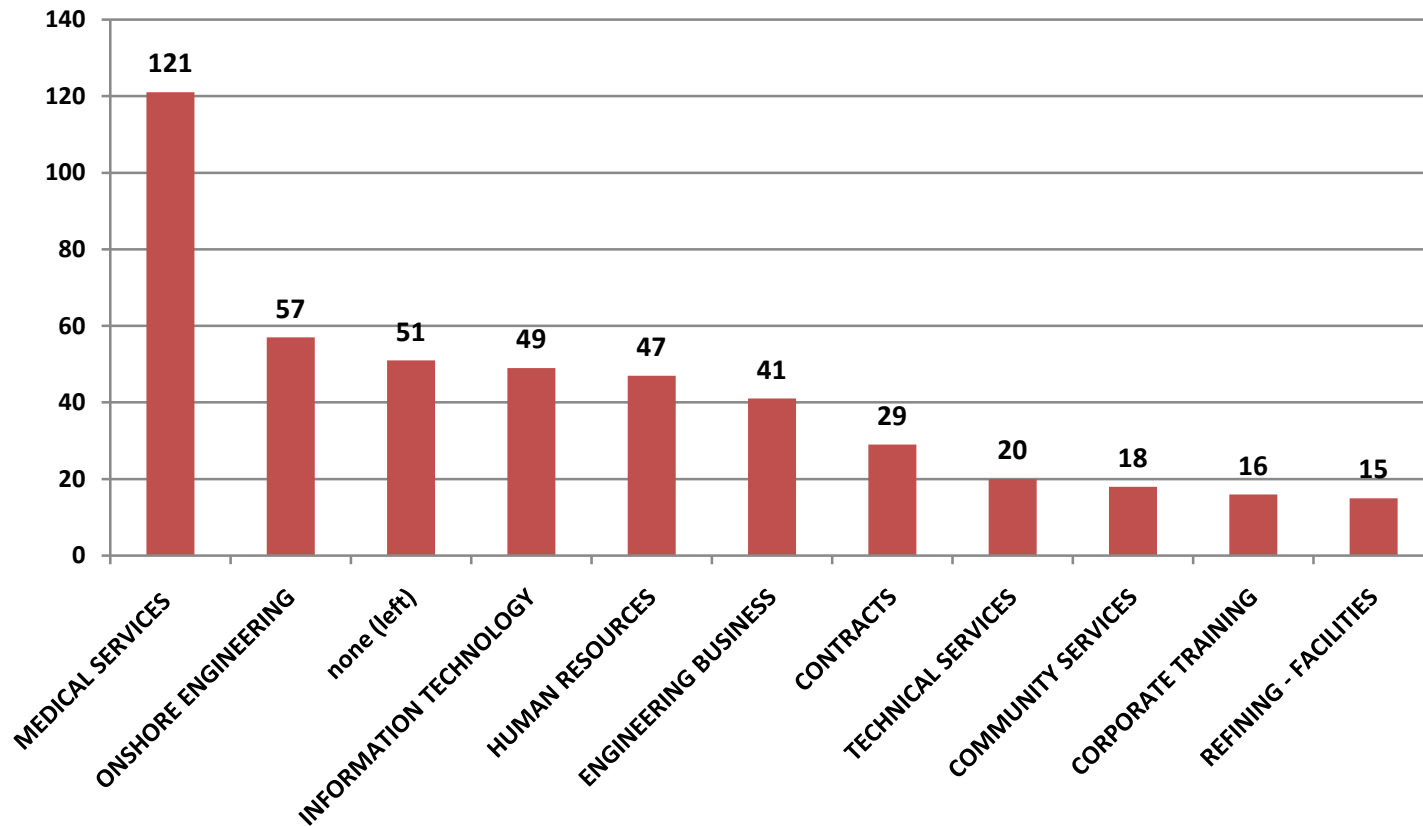


Top 10 courses

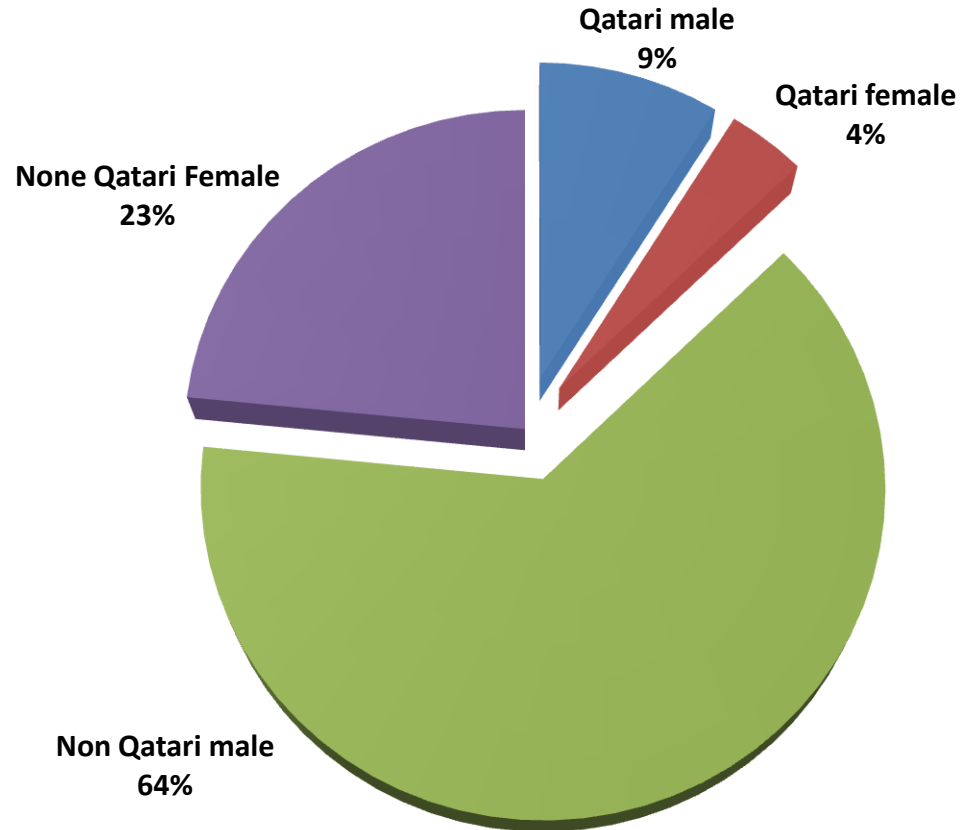
(March 2008 to March 2009)



Distribution of trainees according to QP Departments



% of Qatari trainees



Motivating QP staff members to take up e-Learning courses

- Incentives for taking up e-Learning courses are necessary;
- Linking learning and e-Learning to **SMART** objectives of staff members.

Categories of e-Learning courseware

- Horizontal (Generic) – addressing all types of clients [e.g. safety, security, competency, languages knowledge management, IT];
 - Awareness oriented
 - Addressing wide audience
 - Cost effective to publish
- Vertical (Specialized) – addressing specific professional topics;
 - Specialized;
 - Addressing the experts and professionals;
 - Limited audience;
 - Costly to develop;
 - Plant and corporate dependent

Other categorizations

- According to type of development;
 - In-house
 - Off the shelf
 - customized
 - Jointly developed with partner(s)

In-house versus external development? [Criteria for making the right decision]

- Cost-effectiveness;
- Type and nature of content availability;
- Requirements for localization;
- Availability of qualified human resources;
- Beneficiaries' preferences;
- Impact on Qatarization;
- Timing;
- Technologies.

Other categorizations

- According to durations and effort
 - Short, quick to develop and deliver courses
 - Long, and resource demanding courses
- According to accreditation
- According professional certification
 - international versus local

Present e-Learning catalog at QP Corporate Training

- Administrative skills
- Communications skills
- Computer – technical
- Computer – applications
- Economics
- Finance and accounting
- General management
- Human resource
- ICDL
- IT
- Industrial skills and safety
- Knowledge management
- Leadership skills
- Legal compliance and ethics
- Management and leadership
- Marketing
- Permit to work
- Project management – general
- Project management – advanced
- Project management – PMP
- Quality
- SAP
- Six Sigma

Strategy guidelines

(1) Differentiating strategy from tactics

- Buying technologies without considering how or if the organization could use them;
- Buying online courseware without understanding the actual needs;
- Plenty of activities with little value

Strategy guidelines

(2) Developing a long-term view

- What can be accomplished in more than a year or two;
- Installing a Learning Management System (LMS) and applications may be carried out quickly, but bearing fruit may take time;
- The need for a paradigm shift in the way we learn and think
- Should not loose sight of the business value

Strategy guidelines

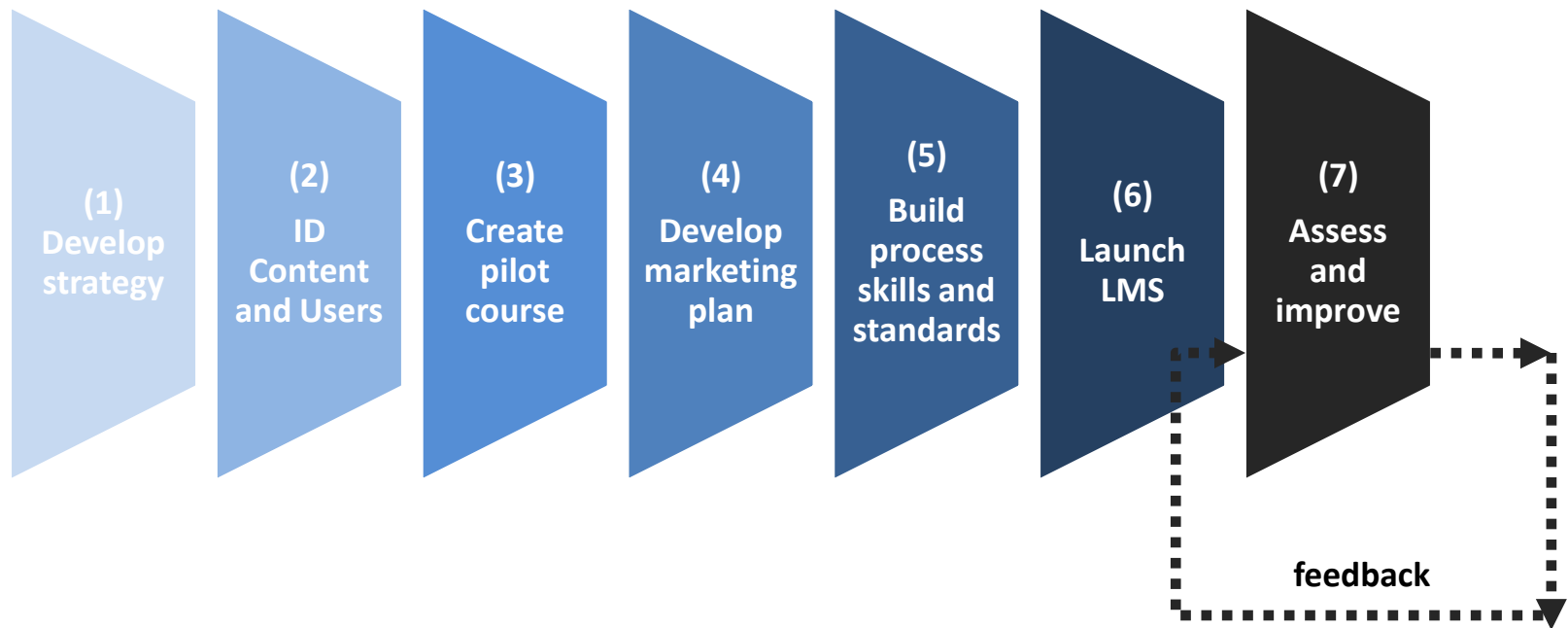
(3) Defining success

- Strategies and results are inseparable;
- Partnering with the client;
- Benchmarking;
- Performance indicators

Creating an e-Learning strategy

- Link e-Learning goals with business goals
- Ensure support from top management
- Work with the IT Department to:
 - Develop an understanding of the baseline technologies
 - Establish standards for working together
- Create a plan to help handle the change
- Determine e-Learning specifications
- Determine how you will measure the results
- Prepare a rollout plan.

Typical e-Learning Roadmap



Directions

- Integrating the e-Learning platform with the SAP business platform through the migration from IBM LMS to SAP/ LSO;
- Stronger integration with the library;
- Strengthen in-house and joint development for courseware;
- Partner with beneficiaries to develop content for e-Learning and blended learning programmes;
- Partner with international companies to develop applications and in-house capabilities to handle substantial e-Learning projects;
- Linkages with universities and Qatar Foundation to formulate research projects in e-Learning and applications for final year and graduate students;
- Provide remote access for subsidiaries and for staff members and other clients from the home through an e-Learning portal;
- Market collaboration and business agreements with other GCC countries.

Conclusion

- Technology is not the most important aspect. Focussing only on technologies is likely to lead to expensive failures!
- Identification of factors that change the learning culture of the corporation to meet its business objectives is the strategy

Remember: The important part of *e-learning* is **learning** not the **e-**!

Thank you

aldewachi@qp.com.qa