



# Cegos Group Overview

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## Cegos - Background information

Cegos Group is Europe's largest learning and development provider with 28 offices in 15 countries. The Cegos Group employs 1,200 staff worldwide, of which **600 are permanent consultants**. It has an annual turnover of over €150m and an enviable, blue-chip, public sector and SME client base including RBS / Citizens Bank (US), Barclays, Kodak, American Express, Renault/Nissan, PSA, Kellogg's, Reebok, Coca Cola, European Commission, Cisco Systems, CHEP, Sygen International / PIC, Biogen, Genus Breeding, Schneider Electrical, PepsiCo, Kerry Foods, Coors Brewery, European Space Agency, Applied Biosystems, Sanofi Aventis, Exxon / Mobil, and many more across numerous industry sectors.

The Cegos core capability is centred around Leadership/Management Development, Commercial Excellence (including all forms of selling, account management and negotiation & purchasing and marketing development), HR Management Services, and Intra/Interpersonal Skills. All this is supported by a range of assessment and diagnostic tools such as Cegos 360™, Cegos Synergy™ and other "development" centred tools and methods.

Cegos fully understands the learning needs of businesses and has a unique evaluation and ROI model which proves the tangible benefits of training. Its **permanent consultants are industry experts, pioneering a methodology which accelerates learning through blended and extended training techniques**, with the focus on application of learning to the real world challenges faced by their clients.

Cegos learning methodology is unique and is centred on the "Blended and Extended Cegos Learning Track™", combining traditional education with web-based and other interactive learning sessions. This is delivered through Cegos Accelerator™, a fully automated and managed learning delivery system and methodology combined. It uses a range of online, interactive tools to deliver the learning content – including bite-sized e-courses, multimedia modules and more. It houses a dedicated online learning forum for each specific group and their Cegos tutor. This facilitates a greater share of learning, application and outputs across the entire learning event. The course tutor supports this entire learning process from start to finish, prior to and after the live training event, thereby **providing a unique extended learning experience**, over a period of weeks rather than days as is the case with more traditional training providers.

The learning process through Cegos Accelerator™ is assessed on an on-going basis, with the learner only being able to proceed following successful completion of the modules. All courses are designed, delivered and audited to the latest ISO quality standards. Cegos is ISO 9001-2000 accredited.

Cegos specialise in providing customised in house training, operational consulting and assessment solutions. We also deliver a wide range of Open Courses (Public training seminars featuring the most current "generic best practice" across all subjects) focusing on over 500 dedicated programmes - covering a broad range of leadership, managerial, administrative and HR topics as well as a core commercial offering covering sales, marketing and as range of interpersonal skills development options - providing the necessary training to compete in today's challenging business environment.

***So why is our learning and development approach so different when compared to other providers?***

Cegos is in the business of helping people to acquire and develop skills. How does this undertaking differ from the conventional statement that "we train people"?

It means that we help our trainees to advance through to the implementation / application stage in their real situation. Beyond knowledge or know-how, we aim to teach them to "know how to do ". Knowledge or even mastery of know-how out of context is, for Cegos, merely a stage in the process towards the practical application and realisation of the desired change.

Skill is the ability to solve problems in a given professional context. It is constructed through action and through the combination of several things: know-how, knowledge and behaviours. What counts, however, is the combination of all three of the above, the ability to mobilise the right action or attitude at the right time in a particular situation. In some sense we could call this "habitual know-how" as opposed to "declared know-how".

The consequences of this choice on our business practices are three-fold:

1. It leads to us placing great emphasis on action in our training programs: we train people for and through action. That action can be seen in the length of time spent on role-play, case studies, problem-solving workshops, discussing business practices, online sessions, webinars etc. These kinds of approaches are not merely "exercises in application" but indeed **activities that resemble as closely as possible real-life situations** which lead to easy implementation back in the workplace.
2. In constructing case studies and role-play scenarios, our work is based on an analysis of the dual aspects of "business activity + skills" rather than a generic - or perhaps a theoretical - representation of the activity. We are not content with our own idea of a particular profession:
  - a) All our instructors are professionals from the specific field they operate in.
  - b) Alongside their training work, **they also act as consultants, which enable them to keep in touch with the changes taking place in their business professions / target industries.**
  - c) We come into contact with a vast number of people at all levels, in all functions, across most industry sectors. This allows us to assimilate and filter new developments and perspectives and continually challenge ourselves to **be a forefront of commercial, operational and managerial excellence and skills development.**
3. The skills the individual trainees already exhibit play a decisive role. Because those skills have become a part of their very persona, these are still strongly and unconsciously at work when learning new skills, **since up until then they have proved useful and effective.** It is therefore essential to take those skills in

account when engineering the training course (i.e. where to start, what to emphasize in the role-play situations and in the debriefing sessions, etc.) and in choosing the instruction methods. In Inter-company training situations, this means knowing the characteristics of our trainees beforehand, as well as coming back during the training, to monitor **and support their progress in understanding new skills, practice new skills, assimilating new knowledge and ultimately transform the way they operate to reflect the newly acquired skills.** In this sense, our instructors are first and foremost tutors, focusing not only on the skills to be acquired, but also on the on-going act of learning that is taking place while doing so. This combination is at the heart of our methodology.

Lastly, let us emphasise one last learning choice. The fact that we make a commitment to the development of the skills means that all of our work is focused on the appropriation by our trainees of everything that we teach them. That appropriation must take them well beyond a mere understanding or the ability to re-do an exercise better next time, it rests to a large extent on the awareness that they develop on the subject matter: **"it's because I know that I have learned something that I take on board what I have learned and use it"**. The classic combination of skill and motivation to do something differently.

The extreme care that we pay to this process is what makes our training courses and approach stand out, compared to the more conventional variety of training in which the instructor lectures the students....or at least falls into this trap.

*The aim of our approach, in summary, is not only to drive understanding within participants attending our training sessions of a particular skill; but even more, to understand and be driven to implement what they have learned or experienced back in the workplace. A clear goal is to help the individual in the achievement their KPIs and contribution, ongoing, to the health of their business or organisation, while growing and developing personally. Therefore **our role in helping the participant to be motivated to do it is as important as us effectively developing the new skills.***