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COURSE BROCHURE

Oil and Gas Training Management and Organisational Learning Course

30 August – 3 September 2027
Singapore

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Registered in the United Kingdom and Saudi Arabia

Oil and Gas Training Management and Organisational Learning Course

Ref: 1426_53169 **Date:** 30 August – 3 September 2027 **Location:** Singapore **Fees:** 9300 GBP

Oil and Gas Training Management and Organisational Learning is a 1-week training course for training managers and HR development staff in energy companies, who leave with an annual learning plan for a technical workforce. As experienced operators and engineers retire and new plants, digital control rooms and lower-carbon projects arrive, energy companies must move know-how faster from veterans to newcomers and prove that learning budgets pay back. Jupiter Prime Training offers this course on training management and organisational learning.

Why Oil and Gas Training Management and Organisational Learning Matters Now

Three pressures shape learning in energy companies today: a retiring generation of field and plant specialists whose tacit judgement is rarely written down; new technologies and operating models that change job content faster than curricula; and executives who expect training spend to show measurable effects on safety, reliability and output. Companies that manage learning well keep critical know-how, shorten time to competence and turn incidents into lasting improvements. Those that manage it poorly repeat the same mistakes across sites. The course draws on established practice in needs analysis, instructional design, learning evaluation and knowledge management.

Who Gains Most from Oil and Gas Training Management and Organisational Learning

- Managers who own the training calendar and budget for operations and maintenance staff
- Development specialists who build role profiles and learning paths for technicians and engineers
- Coordinators who select external providers and organise on-site and classroom sessions
- Knowledge officers who capture lessons from projects, turnarounds and incidents
- HR business partners who link learning to succession and workforce planning

Learning and development departments gain most when training, HR and operations representatives attend together and agree how technical learning is prioritised.

Oil and Gas Training Management and Organisational Learning Capabilities

Participants link each learning investment to a workforce gap, an operational risk or a knowledge loss the company cannot afford.

- Assess training needs at organisation, role and individual level — annual budget priorities
- Design learning paths that blend classroom, simulator and on-the-job practice — operations supervisors
- Build a knowledge capture routine for retiring experts — succession and continuity planning
- Apply a four-level evaluation approach to technical training — executive reporting
- Weigh internal delivery against external providers — procurement and cost decisions
- Communicate learning results in operational terms — plant and asset leadership

Key Oil and Gas Training Management and Organisational Learning Terms

- Training needs analysis — A structured study of gaps between required and current capability, used to decide what learning to fund.
- Learning path — A planned sequence of courses, practice tasks and assessments that moves a person into a role.
- Time to competence — The period a new hire or transferee takes to perform a role safely and independently.
- Tacit knowledge — Practical judgement held by experienced staff that is hard to write down and easily lost.
- Lessons learned register — A shared record of insights from projects, turnarounds and incidents, linked to follow-up actions.
- Community of practice — A cross-site group of specialists who share problems and solutions in one discipline.

Oil and Gas Training Management and Organisational Learning Day by Day

Day 1: The Learning Function in an Energy Company

- Workforce Ageing and Skills Shift Scan — Identifying Critical Capability Risks
- Learning Strategy Aligned With Operating Plans — Setting Training Priorities
- Training Function Operating Model — Choosing Central or Site-Based Delivery
- Training Budget Structure and Cost per Learner — Defending Learning Spend
- Learning Management System Data — Tracking Attendance and Progress

Day 2: Needs Analysis and Learning Design

- Organisation, Role and Individual Needs Analysis — Ranking Capability Gaps
- Role Profiles for Operators, Technicians and Engineers — Defining Expected Performance
- Instructional Design Using Learning Objectives — Structuring Technical Sessions
- Blended Learning With Simulators and Field Tasks — Matching Method to Skill
- Provider Selection and Course Specification — Buying External Training Wisely

Day 3: Organisational Learning and Knowledge Retention

- Tacit Knowledge Capture Interviews With Retiring Experts — Preserving Field Judgement
- Mentoring and Job Shadowing Schemes — Shortening Time to Competence
- Lessons Learned Register From Turnarounds and Incidents — Preventing Repeat Failures
- Communities of Practice Across Sites — Spreading Discipline Know-How
- After-Action Reviews and Toolbox Briefings — Embedding Learning in Daily Work

Day 4: Evaluating Learning Results

- Four-Level Evaluation From Reaction to Results — Measuring Training Effect
- Practical Skills Assessment and Observation Checklists — Confirming Workplace Transfer
- Learning Metrics Linked to Safety and Reliability — Showing Operational Benefit
- Return on Training Investment Estimates — Justifying Major Programmes to Executives
- Learning Dashboards for Line Managers — Prompting Follow-Up Coaching

Day 5: Practising the Annual Learning Plan

- Prioritised Capability Gap List for a Gas Plant — Applying Needs Analysis
- Learning Paths for New Control Room Operators — Applying Blended Design
- Knowledge Retention Actions for Retiring Specialists — Applying Capture Methods
- Evaluation Measures and Reporting Calendar — Applying Results Tracking
- Annual Learning Plan — Presenting Priorities, Budget and Measures to Leadership

Applying Oil and Gas Training Management and Organisational Learning After the Course

- Run a needs analysis for one critical role family and rank its three largest capability gaps.
- Hold knowledge capture interviews with two specialists due to retire and log the insights in a lessons learned register.

Oil and Gas Training Management and Organisational Learning Questions FAQ

What is oil and gas training management and organisational learning and why does it matter now?

Oil and gas training management and organisational learning is the planning, delivery and evaluation of learning plus the retention of know-how across an energy company. It matters now because experienced staff are retiring while technology and job content change quickly.

Which roles gain most from oil and gas training management and organisational learning?

Training managers, learning designers, coordinators, knowledge officers and HR business partners in energy companies gain most. You benefit if you plan training budgets, build learning paths or capture lessons from operations.

How does oil and gas training management and organisational learning differ from a competence assurance course?

This oil and gas training management course focuses on learning strategy, design, evaluation and knowledge retention, while competence assurance courses focus on assessing and recording whether individuals meet set standards.

What do you bring back from oil and gas training management and organisational learning?

You bring back an annual learning plan with ranked capability gaps, learning paths, knowledge retention actions and evaluation measures, ready to present to your leadership.

Oil and Gas Training Management and Organisational Learning: The Way Forward

The annual learning plan becomes the reference for next year's training budget, first informing which capability gaps receive funding. Training managers, HR partners and operations leaders use it to schedule courses, mentoring and knowledge capture. After its first use, revisit the evaluation measures once a full cycle of results is available, and retire learning activities that show no workplace effect.