



Excellence in Leadership Development

Energising leaders through technology

This report has been written by Towards Maturity, building on its extensive benchmark research with over 4,000 organisations since 2003.

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FOREWORD BY NEIL WILSON, DIRECTOR KPMG LEARNING ACADEMY



I am frequently asked by our clients “what does good look like” in the field of Leadership Development and how can technology be leveraged to enhance their leadership development programmes.

I felt that there was a considerable amount of anecdotal evidence surrounding this topic and therefore wanted to explore the validity of assertions quoted and delve into the true reality.

Specifically for me, the purpose behind commissioning this report was threefold:

1. To understand if and how experiential learning is being applied to leadership programmes;
2. To understand what best practices can be gleaned from existing programmes and to share these with the L&D community and businesses as a whole; and
3. To understand the role of digital learning whether it be in enabling, driving and/or supporting, leadership development programmes.

What Towards Maturity have drawn out through this survey, is that there are a number of commonalities across the “higher performers” bringing insight into what is working and what is not. These nuggets of information are something that businesses and L&D professionals investing in leadership development programmes should not ignore.

This report sheds light on how the application of digital learning needs to be considered within the context of the organisation, the continued importance of engaging and experiential learning design, and the critical need to have a learner centric approach and not box learners by age or style. We also need to be cognisant of the fact that digital is purely, though not insignificantly, another enabling tool.

There is a call to action for L&D and businesses to take inspiration from these best practices, move with the times, and be more innovative and creative to meet the increasingly demanding needs of the leaders of today and tomorrow.

I certainly feel that this report has provided me with a valuable tool with which to approach answering the question of “what does good look like” in the field of leadership development.

My thanks to Towards Maturity for their exhaustive research and shedding more light on some of these key areas.

Neil Wilson

Director
KPMG Learning Academy

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Research team: Dr Genny Dixon, Laura Overton, Nic Laycock

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FAST FACTS FROM THIS REPORT

Nine in ten L&D professionals are looking to improve business impact, get the right people in place and improve the processes of talent and performance management but only two in ten are largely achieving their goals.

In this report we look at data from L&D responsible for delivering leadership development, from learners themselves and compare the behaviours of higher and lower achievers (those largely achieving the benefits above vs. those who are not achieving any) in order to identify how learning innovation can improve the business outcomes of leadership development programmes.

Leaders are self-directed learners, but the L&D focus is not keeping pace with them:

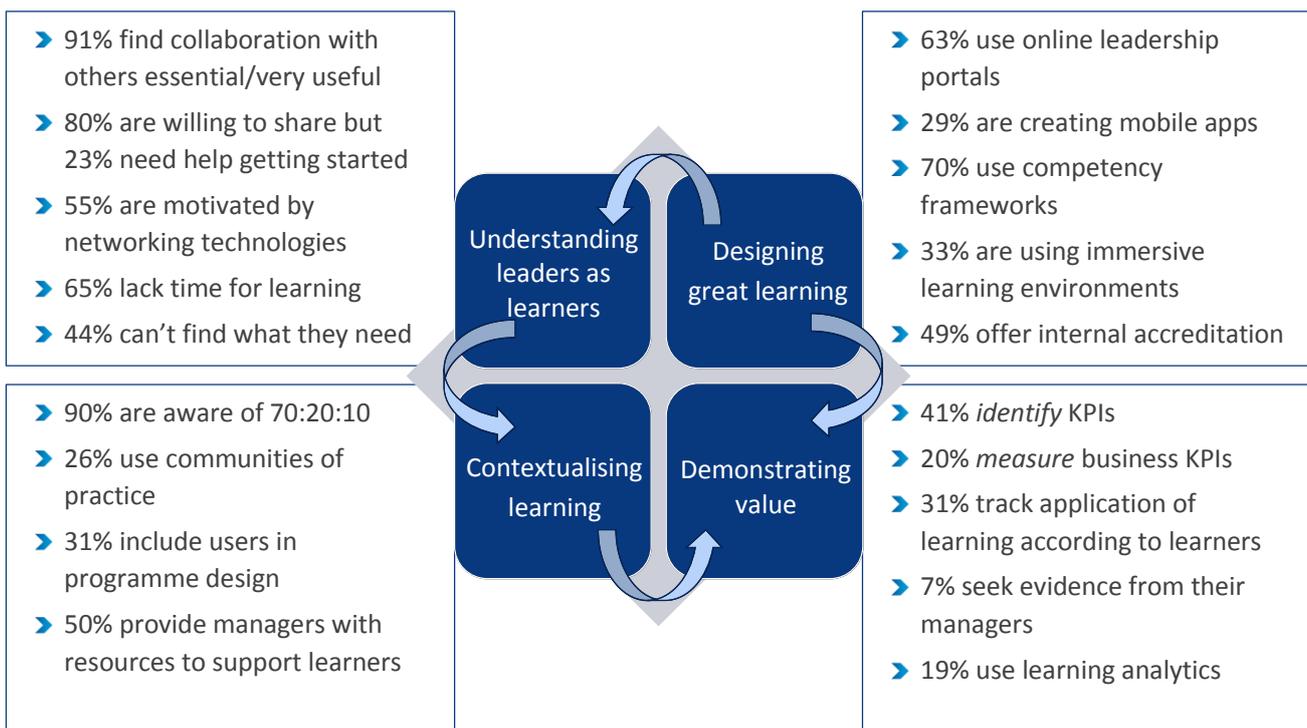
The learner voice

- 7 in 10 find Google or other web search essential/very useful
- 2 in 5 belong to networks and communities
- 3 in 5 find face-to-face classrooms training essential/very useful
- Over 7 in 10 are using mobile devices for learning
 - 7 in 10 learn on their way to work
 - 50% learn in the evening and at weekends

The L&D perspective

- 30% are curating external resources
- 3 in 10 have no plans to implement social media
- 92% use classroom courses as part of the formal programme
- 39% offer mobile content
- 20% are building cross-platform solutions

Here are some fast facts from the report:



25% of overall L&D budget is spent on leadership development.

14% of this budget is spent on average on learning technologies. Higher achievers are spending 21% and getting great results, but even lower achievers are spending 19% of budget. Conclusion: **the technology itself is not the answer**, it is how it is used that counts. The ‘tradition’ of classroom training still has a strong role to play in leadership development.

Learning innovation done well is delivering results. What can higher achievers teach us about learning innovation?

Characteristics of higher achievers:

Designing learning

- Use competency frameworks and diagnostic tools
- Link performance to management objectives
- Offer accreditation for leadership
- Involve leaders themselves in the design process

Creating engaging online experiences

- Use mobile devices and develop bespoke mobile apps for learning
- Use games, simulations and self-study lessons
- Use a wider blend of methods in formal training
- Curate external resources and provide access to external portals and MOOCs

Enabling experiential learning

- Support learning in the context of the workflow
- Implement new models of learning such as 70:20:10 in their practice
- Use mentoring, work shadowing and job assignments
- Engage with key stakeholders
- Provide job aids to support application of learning

Creating community

- Exploit external social networks in learning design
- Implement learning communities
- Leverage in-house social media

Demonstrating value

- Focus on business outcomes
- Identify business KPIs in partnership with senior managers
- Monitor and report on progress against their KPIs

Learning innovation, done well, is impacting bottom line business results.



These are just some of the statistics that caught our eye from this **In-Focus** report. Connect with us on Twitter **@TowardsMaturity** to let us know what’s captured your attention!

1 INTRODUCTION

Leaders are needing to become ever more agile, responsive and adaptive to meet their rapidly changing role, but are Learning and Development professionals supporting them with the right blend, content and access for modern leadership development, or are they letting leaders down?

1.1 THE CHANGING WORLD OF LEADERSHIP

Since Towards Maturity last reported on 'Reinventing Leadership Development' in 2011¹ things have moved on apace.

Industry leaders are being faced with the rapid pace of business change, a greater pressure to perform, increasing globalisation, the emergence of new business models, the opening of new communication channels, matrix organisation structures and the decline of accepted paradigms of good leadership. The role of the leader is changing too: leaders need to be more agile, responsive and adaptive in their approach².

In our industry benchmarks³ we have shown how leaders in learning and development have also had to move on. They have had to embrace new models of learning, new insights into the way in which people learn and new technologies to support their initiatives.

The workforce is also changing. With the entry of the 'millennial' employee into the workforce, career cycles are becoming shorter. There is an increasing willingness at all levels to share⁴ and collaborate and embrace the knowledge economy across the levels and boundaries of the business where they work.

A growing proportion of the workforce are embracing wider development opportunities to accelerate their career progression and improve their own employability⁵. Key to their success is the ability to apply the core functions of leadership in the changing workplace, driving motivation, communication and engagement across an ever more flexible and volatile workforce.

According to CIPD's research⁶, developing leadership and management capability is a major concern for organisations. They recognise that a more systematic approach is needed to help translate management training into real life leadership practice. They highlight the importance of shifting from training individual leaders to improving the leadership capability of the organisation as a whole. Devolving leadership down the line encourages junior managers to embrace the organisational agenda as their own.

However, traditional leadership programmes seem to be doing little to address the overall talent shortage in this area with deficiencies in leadership skills having a significant detrimental effect on the UK economy (for example, Leadership and Management in the UK – the Key to Sustainable Growth, BIS 2012).

¹ Reinventing Leadership Development <http://www.towardsmaturity.org/article/2011/04/11/leadership-benchmark/>

² ILM Future Trends. <https://www.i-l-m.com/About-ILM/Research-programme/Research-reports/future-trends>

³ New Learning Agenda; Modernising Learning: Delivering Results www.towardsmaturity.org/2014benchmark

⁴ Learner Voice Part 1 www.towardsmaturity.org/learnervoice1

⁵ UKCES, 2014. The Future of Work: Jobs and Skills in 2030, London: UKCES. ISBN: 978-1-908418-63-0. <http://www.ukces.org.uk/ourwork/future-of-work>

⁶ CIPD 'Leadership easier said than done' <http://www.cipd.co.uk/hr-resources/research/leadership-easier-said-done.aspx>

Mindtools 'What is leadership' define four elements of leadership⁷:

- Creating an inspiring vision of the future
- Motivating people and inspiring them
- Managing delivery of the vision
- Coaching and building a team to achieve that vision

"Our leadership programme covers all staff including our lateral hires. We accelerate completion of the leadership programme for top talent."

In their 2015 report, "Leadership development - is it fit for purpose?", The Corporate Research Forum⁸ highlights how the role of leaders and managers is blurring, with line managers expected to be able to articulate the strategic vision as well as manage the tasks at hand.

The CRF report also outlines five features of well-designed leadership development programme to address today's leadership challenges:

- Building in space for reflection, discussion with peers and senior leaders, and practice
- Making content, experiences and exercises as relevant as possible to the real work of leaders
- Engaging different senses and emotions (e.g. through stories, video and hands-on experience)
- Recognising that leadership is a skill that requires years of practice to develop, rather than being teachable on a five-day programme
- Making sure that the context in which leaders work is receptive to the new skills they are developing and allows them to put those skills into action

The essence of good leadership does not change – but the tools available to support leadership development are evolving rapidly. Technology is helping businesses to spot and nurture potential leaders from an earlier point, fast-tracking those with the aptitude and ability to outperform their colleagues into leadership roles.

The management of talent and human capital remains an important feature as a means to sustaining business performance. So, in a fast changing, technology-enabled business environment, how can we apply new tools and models to build the leadership skills today in order to prepare organisations for success tomorrow? Are our leadership development programmes meeting the needs of today's leaders and serving the leaders of tomorrow? Are they *supporting* business leaders or letting them down?

1.2 ABOUT THIS RESEARCH

The aim of this research is to provide independent evidence that will help organisations understand the role of technology in leadership development and how to improve the impact of learning innovation.

In this report we look at what is driving change in leadership development, the benefits that are being delivered by adopting new approaches, the barriers to learning innovation and the actions L&D are taking to address the challenges they face. Through in-depth research with both leaders in L&D and learners themselves and reflecting on their experience, we aim to shed light on what is working well and what is not and provide valuable insights for all those responsible for developing leaders at all levels through sharing of good practice.

⁷ http://www.mindtools.com/pages/article/newLDR_41.htm

⁸ Leadership development - is it fit for purpose? Corporate Research Forum 2015 <http://www.crforum.co.uk/library/view/688.html>

We hope that the data we present and stories of innovative and successful practice that we share will challenge leaders in L&D to think deeply about what they are trying to achieve and the tools that they are employing to realise their aspirations.

We draw from three main sources of data in this report:

- In-depth interviews with innovative leaders in L&D responsible for leadership development
- A detailed online survey of 125 L&D leaders responsible for delivering leadership programmes during January to March 2015 (see Appendix for details of the participants)
- The insights from a sample of over 2,000 leaders and managers who took part in the Towards Maturity Learning Landscape⁹ between May 2014 and May 2015

We also compare current findings with those reported in our 2011 study ‘Reinventing Leadership Development’. These are highlighted in shaded boxes where relevant.

In 2011 we concluded that:

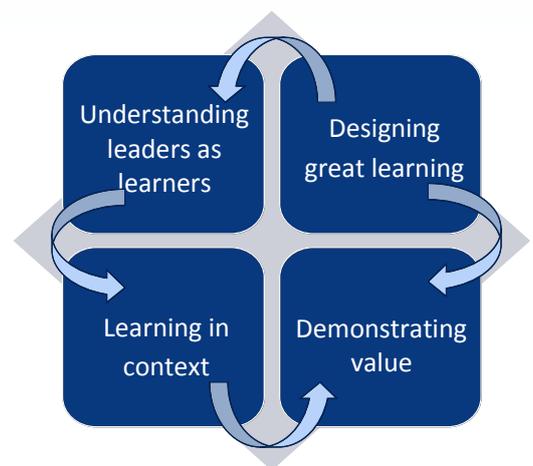
- One blend does not fit all – whilst many managers expressed that they preferred to rely on face-to-face and more ‘traditional’ methods of learning delivery, our study highlighted that when exposed to new media, the preference for pure classroom training diminishes. Leaders at all levels shared an appetite for on-demand and non-formal interventions that fit with their fast-paced business life.
- There was a shift in the skills needed by L&D professionals – particularly for ‘traditional’ trainers – to develop content, facilitate social and collaborative learning and implement and manage high quality learning experiences.
- A more robust approach was needed to demonstrate the value of technology-enabled learning to business managers and leaders.

Throughout the report we will reflect back on the findings from four years ago to understand what progress has been made.

How are L&D responding to the issues raised?

In the next four sections we explore four inter-related elements that are delivering results in a modernised leadership learning strategy:

- *Listening to the learner voice to understand how leaders are learning what they need for their job*
- *Designing learning with and for leaders*
- *Supporting learning in context in the workflow*
- *Delivering business impact and demonstrating value*



Each section concludes with recommendations that L&D can explore to accelerate performance.

⁹ Towards Maturity Learner Landscape 2015. www.towardsmaturity.org/learnervoice2

2 WHAT IS CHANGING IN LEADERSHIP DEVELOPMENT?

This chapter provides a high level overview of leadership development today – the aspirations, current approaches and resource allocation, the extent to which aspirations are being achieved and the barriers to change. The survey highlights exceptionally high levels of commonality of aspiration in developing leaders to drive performance and organisational agility in a rapidly changing external context.

2.1 THE CHANGING BUSINESS DRIVERS BEHIND LEADERSHIP DEVELOPMENT

L&D professionals have very high expectations for leadership development programmes. At least nine in ten respondents in the 2015 survey agreed that they were seeking to achieve *all* the following organisational benefits from their programmes:

Delivering business impact:

- More effective leadership of change
- Improving business performance
- Increasing employee engagement

Getting the right people in place:

- Improving career planning for potential leaders
- Improving retention for current and future leaders
- Addressing the overall talent shortage

Improving the process:

- Improving performance management
- Improving talent management
- Improving succession planning

Notably, every respondent in organisations with between 1,000 and 5,000 employees reported that they seek to achieve *every one* of the benefits in the above list.

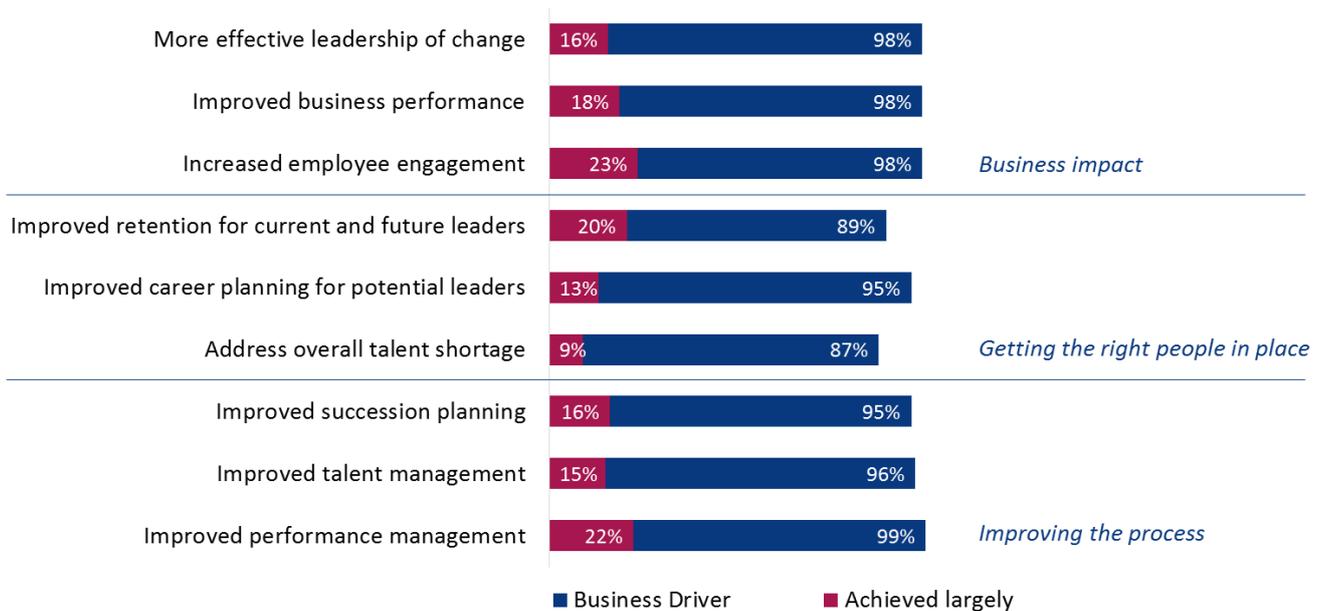
Improving overall talent management is particularly important for those in the private (100%) and public (93%) sectors, but appears to be less of a focus for those in the not-for-profit sector (85%). Those in the not-for-profit sector are also less focused on addressing an overall talent shortage (77%) and improving career planning for potential leaders (85%).

In 2011, expectations were lower: Four in five organisations invested in leadership development programmes to help them lead change and improve performance. More than 70% invested in order to improve employee engagement and overall alignment to organisational objectives. Just 50% invested to prepare their organisation for the future, through talent management and succession planning.

2.2 WHAT IS BEING ACHIEVED?

Despite this high level of strategic intent to enhance leadership development to improve business performance, get the right people in place and improve processes, on average fewer than **one in five** organisations (17%) could report that they are **largely** achieving these goals. Many more (65%) achieve these benefits at least in part, but this leaves far too many organisations operating costly programmes without achieving even part of any of their goals.

FIGURE 1 BUSINESS DRIVERS AND THEIR ACHIEVEMENT



2.2.1 INTRODUCING THE HIGHER ACHIEVERS

Achieving all these benefits is challenging in the extreme. Across this sample as a whole, only 43% of respondents claim to have largely achieved any of them and the proportion falls to just 18% who claim to have largely achieved four or more of these benefits – throughout the report we refer to this group as the **Higher Achievers**. A similar sized group of 19% of this sample, despite all that they have been doing, reported that they were not largely achieving any benefits at all – we refer to this group as the **Lower Achievers**.

As with all Towards Maturity studies we focus on those that are getting the most from their learning initiatives in order to provide evidence that others can use to make more informed decisions. We are also really interested in those that are struggling, as they can help to identify the efforts that don't seem to be contributing to the hoped-for benefit.

By comparing those that have **largely achieved four or more** of these benefits (our 'higher achievers') with those that struggle to even partially achieve at least six of these benefits (our 'lower achievers'), we can begin to shed light on the factors that are making a difference.

From a research perspective we do not claim causation. Throughout this report we simply identify trends and behaviours from both groups that L&D cannot afford to ignore.

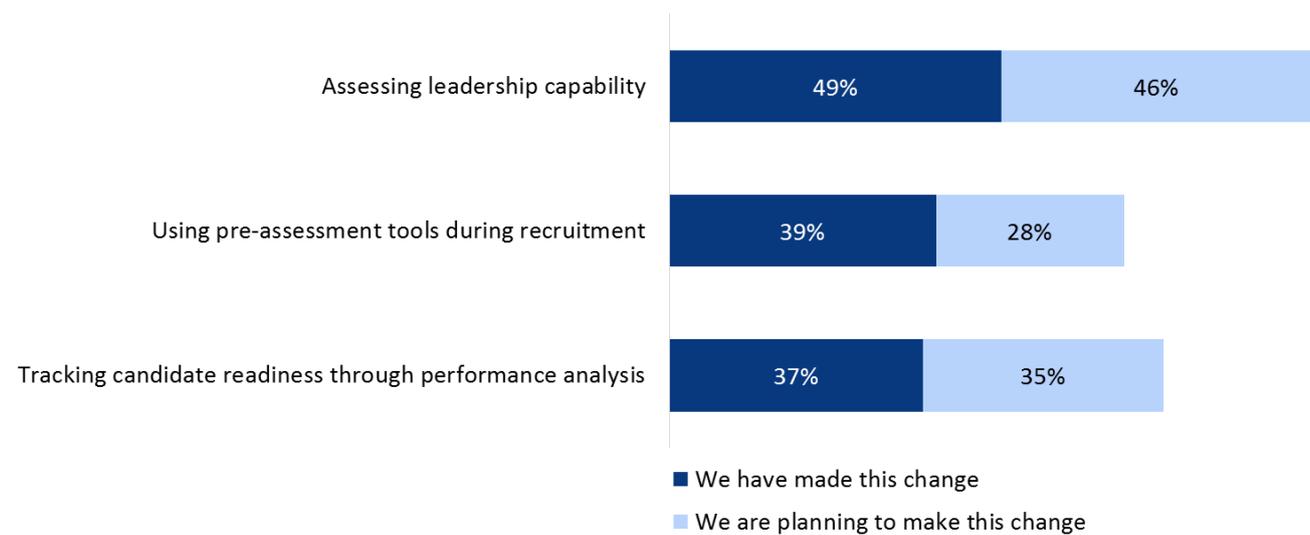
2.3 WHAT CHANGES ARE L&D MAKING?

We asked leaders in L&D about the changes that they are making or planning to make to their leadership development programmes in order to achieve their goals.

2.3.1 IDENTIFYING AND BUILDING LEADERSHIP TALENT

Formalising processes to identify and build leadership talent is becoming a priority. 95% organisations have either established processes to assess leadership capability or are planning to do so (see Figure 2), with 84% looking to identify those with leadership potential at the recruitment stage.

FIGURE 2 NEW PROCESSES FOR IDENTIFYING AND BUILDING LEADERSHIP TALENT



Higher achievers are already active in these areas, and whilst 100% of the lower achievers are planning to assess leadership capability in the future, the table below shows that only 5% of them are doing that now. Only 47% of the lower achievers are even thinking about tracking candidate readiness.

TABLE 1 PROCESSES FOR IDENTIFYING LEADERSHIP TALENT IN HIGHER AND LOWER ACHIEVERS

Percentage of group that have made this change	Lower achievers	Higher achievers
Assessing leadership capability	5%	74%
Using pre-assessment tools during recruitment	21%	53%
Tracking candidate readiness through performance analysis	5%	74%

2.3.2 BUILDING SKILLS IN VIRTUAL TEAMS

Over 50% of the participants have identified a need to build skills in leading virtual teams. 23% are doing this already and another 35% plan to make the change in two years' time. Higher achievers are over five times more likely to be currently building skills in this area than lower achievers (58% vs 11%).

2.3.3 INCREASING INVESTMENT

Leadership development is a highly important part of the learning and development portfolio, accounting for 25% of overall training budget on average. Approximately 14% of that leadership development budget is spent on learning technologies – a relatively small proportion in comparison with the 19% of budget spent on technologies across all programmes reported in the 2014 Benchmark.

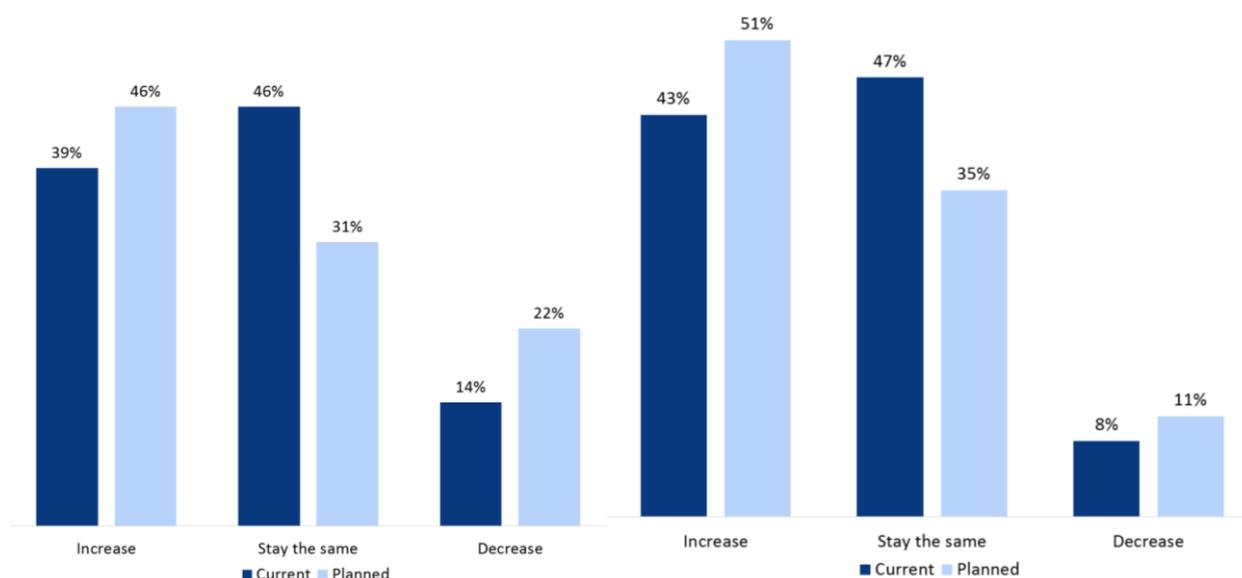
Spending on leadership development is increasing both as a proportion of the total learning budget and in absolute terms. 39% of respondents have seen their overall leadership development budget increase over the last two years, with only one in ten reporting a decrease. 43% have seen the proportion spent on technology also increasing in that same period and 51% expect this proportion to increase still further over the next two years.

46% predict an increase in their leadership development programme budget over the next two years

FIGURE 3 CHANGE IN BUDGET OVER THE LAST TWO YEARS

A. OVERALL TRAINING BUDGET

B. ALLOCATION TO LEADERSHIP DEVELOPMENT



Higher achievers have seen a greater increase in their budget in the last two years and apportion a higher percentage of that budget to learning technologies than average. Whilst they are not expecting overall budgets to continue on the same upward trend they will continue to invest more of that budget on technology. Lower achievers are currently investing the most in learning technology but their results show that investment in new tools alone will not impact overall performance.

Higher achievers ↑	28% of budget on leadership development	21% of budget on leadership development
	19% of that on technology	22% of that on technology
	67% increasing that proportion	50% increasing that proportion
		Lower achievers ↓

2.3.4 BROADENING THE SCOPE

As well as leadership development being offered to those currently in leadership roles, many organisations now extend their programmes to those with future leadership potential. Across this study:

- 81% offer leadership development programmes to those in director or senior manager roles
- 94% offer to middle managers
- 90% offer to frontline managers
- 79% offer to future leaders

“Our Core Leadership Programmes are open to all at various levels. Core Leadership 1 - First line supervisory. Core Leadership 2 - Second line supervisory. Foundation for Senior Leadership - Inspectors. Senior Leadership Programme – Superintendents.”

There is a considerable variation across the sectors with a much lower proportion of public sector organisations offering leadership development to those in senior management roles. Not-for-profit organisations are much less likely to extend their training beyond existing leaders and managers. This perhaps reflects the lower priority given to addressing talent as a strategic issue and improving the career planning for future leaders. When leadership development programs are not directed at all levels it can lead to problems getting the right people to the right place and helping them achieve their goals.

TABLE 2 PROPORTION OFFERED LEADERSHIP DEVELOPMENT

Audience	Private sector	Public sector	Not-for-profit sector
Director/senior managers	84%	63%	95%
Middle managers	93%	93%	100%
Frontline managers	92%	93%	79%
Future leaders	76%	90%	68%

One-third of those who commented on the audiences they reach are working with talent groups – groups of employees defined by area, expertise and level of seniority – that can work on development projects and train together.

“At this stage our leadership development programme is only open to existing directors and senior managers, however, we do intend on rolling this out more widely in the next couple of years. We will look at targeting talent groups as a matter of priority.”

“We have the following programmes: young graduated employees: induction + training on cross competences and soft skills; Young - talents (junior professional); middle managers – talents; managers and senior managers – talents.”

2.3.5 SHIFTING THE BLEND

Across the sample as a whole, 68% offer entirely face-to-face options. 75% offer blended programmes and 26% offer some programmes entirely online. Senior managers, however, are more likely to be offered face-to-face training and less likely to be offered programmes that are facilitated entirely online.

“A blended approach works well with middle managers on a set programme. Senior Managers prefer a bespoke option.”

TABLE 3 AUDIENCES FOR LEADERSHIP DEVELOPMENT

	Existing directors or senior managers	Middle managers	Frontline managers	Future leaders
Face-to-face	50%	45%	45%	39%
Blended	30%	33%	33%	33%
Online only	14%	19%	19%	17%
Not offered	6%	3%	3%	11%

In 2011, classroom training was the norm:

The number of entirely online programmes has significantly increased since 2011, particularly when training middle and frontline managers, although the overall proportion of leadership development offered has not increased.

- In 2011, 37% were not offering leadership training to future managers/leaders. In 2015, this proportion has fallen to 11%
- In 2011 fewer than 5% were offering online only options. In 2015 this has increased to 26%
- In 2011, 58% of all delivery was entirely classroom-based. In 2015, this has fallen to 41%

Directors and Senior Managers continue to lean towards more face-to-face classroom delivery and away from online options: more junior roles and future managers are less likely to be offered classroom training.

There appears to be some swing back to a belief in the effectiveness of face-to-face leadership development events. This is a concern in the light of the need expressed by many organisations to reach larger audiences, especially in international or de-centralised environments, where opportunity cost and budget constraints are reported to be a major factor in the efficiency of delivery.

Differences emerge when we look at the proportions that **do not offer** all the training options. Whilst most offer leadership training across all of these audiences:

- 21% do not offer face-to-face leadership training to their future leaders
- 6% do not offer face-to-face training to their middle managers
- 1 in 4 organisations that gave detailed percentages for each training option do not offer an online option to any of these audiences

Higher achievers are more likely to offer online programmes. They are also more likely to extend these programmes to leaders at all levels.

"We have a 'farm system'. First is a leadership conversation open to all employees... the next level of conversation with those beginning to "practice" and being held accountable for leadership behaviours... the third level is for those who are demonstrating those behaviours... Finally we call our Highest Level, 'Elders'."



2.4 THE CHALLENGES OF IMPLEMENTING A TECHNOLOGY-ENABLED LEADERSHIP DEVELOPMENT STRATEGY

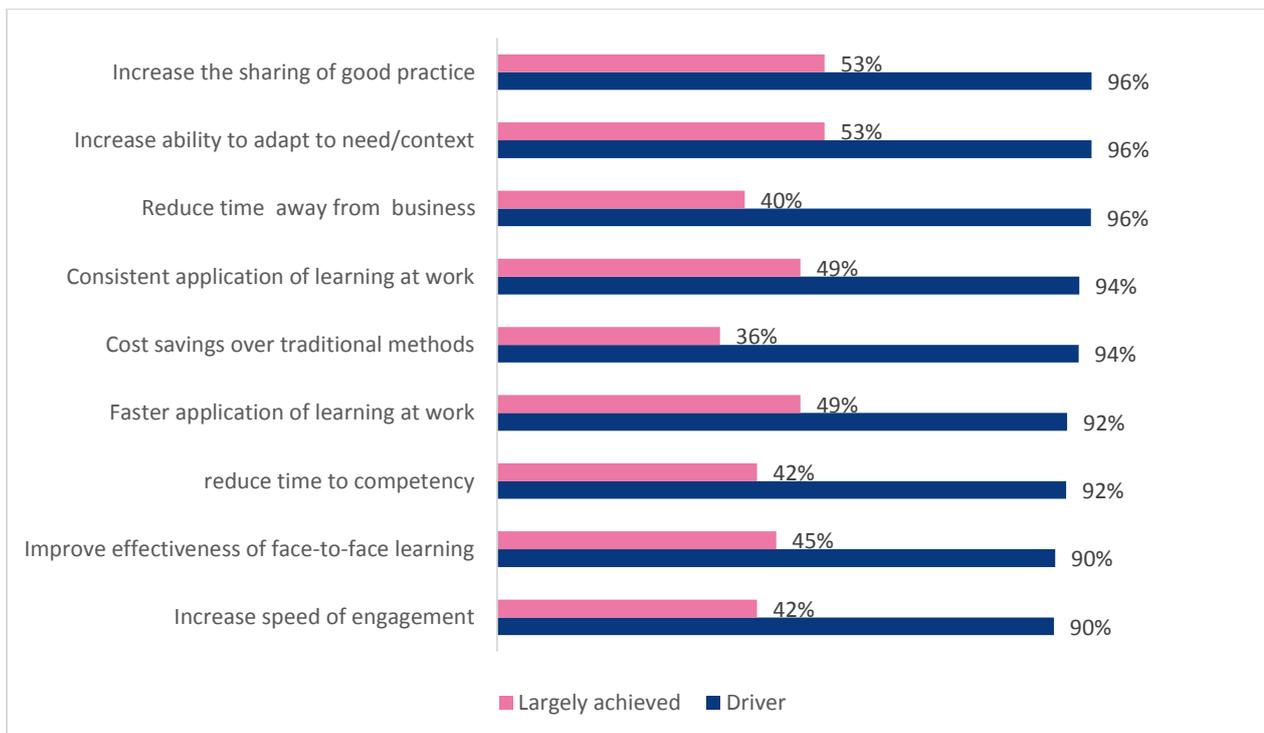
2.4.1 WHAT IS DRIVING INVESTMENT IN LEARNING TECHNOLOGIES?

A smaller sample of 50 participants shared the specific benefits they were looking to achieve by including technology in the blend and the extent to which they were successful in largely achieving their goals.

Figure 4 shows that when it comes to leadership development, investment in learning technologies is expected to achieve far more than just delivering more learning for less cost. Almost 100% of this sample wanted technology to help them to adapt learning to context, increase the sharing of good practice amongst leaders and reduce time away from the business.

Whilst expectations from investment in technology are high, fewer than half of this group are largely achieving the benefits they seek.

FIGURE 4 DRIVERS BEHIND INVESTMENT IN TECHNOLOGY FOR LEADERSHIP DEVELOPMENT (N=50)

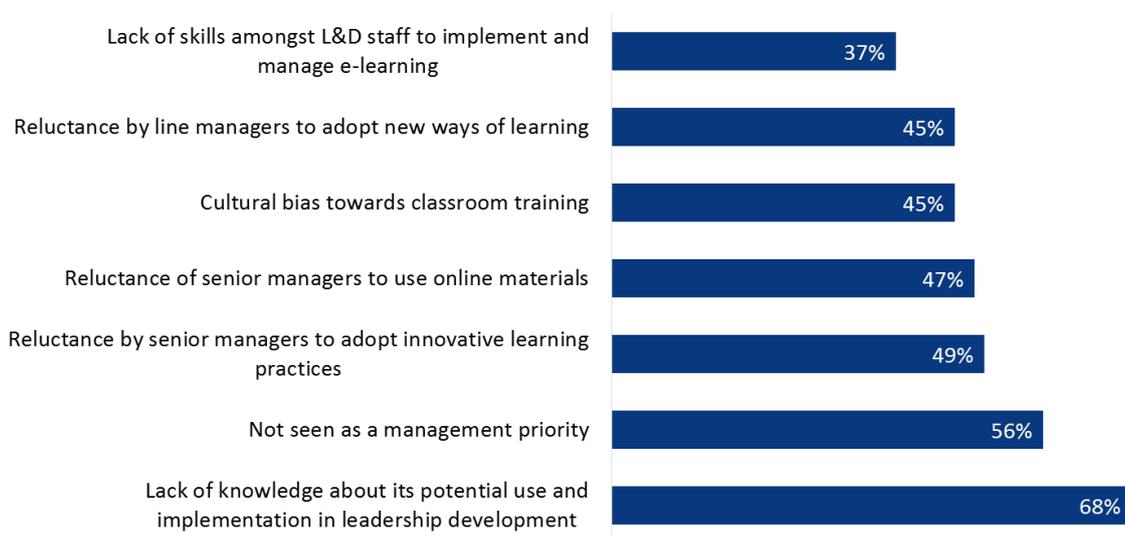


2.4.2 WHAT ARE THE BARRIERS TO PROGRESS?

The innovative L&D professional is faced with a number of barriers to implementing a technology-enabled strategy for their leadership development programmes. Not least, the fact that 45% of L&D leaders perceive a cultural bias towards classroom training and a reluctance on the part of managers, both senior and line managers, to change the model.

Another significant challenge is the skill of the L&D team to harness technology effectively. 68% of organisations continue (as was the case in 2011 and which has not changed) to report their own lack of knowledge about how to embrace technology and 37% report their lack of skills to implement and manage learning technologies.

FIGURE 5 BARRIERS TO IMPLEMENTING TECHNOLOGY ENABLED LEARNING



Technology issues are another very real cause for concern, particularly for those with unreliable infrastructure, or multiple systems operating across different business units. Getting the right content, at the right price, is also a critical issue and many are concerned that they are unable to find the high quality content they need to support their business goals.

44% perceive that there is a lack of high quality content to support their business goals

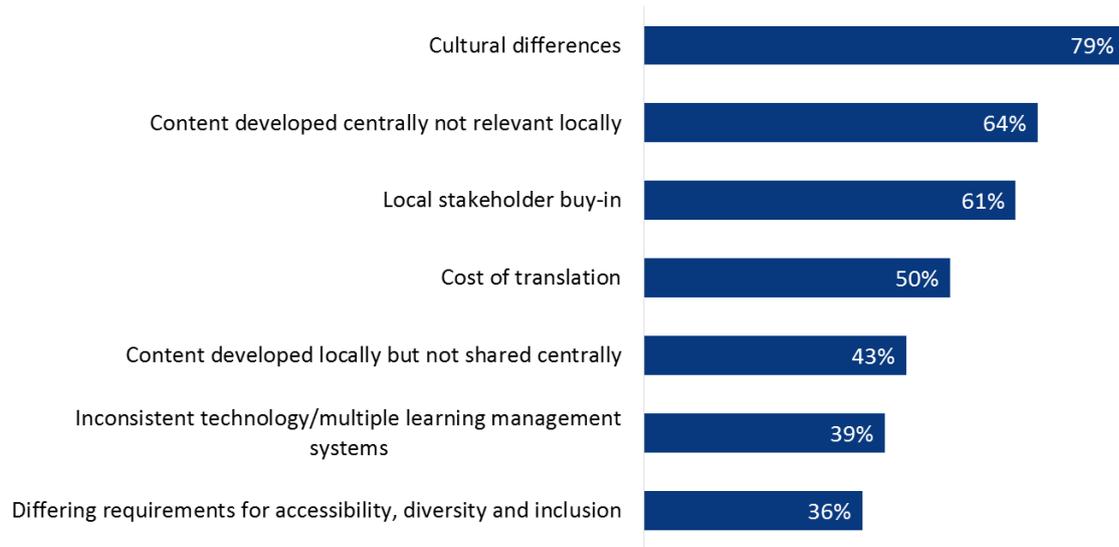
- 37% report barriers due to the technology itself
- 25% are concerned about poor learner IT skills
- 44% report that a lack of high quality content holds them back
- 36% claim a lack of credible learning materials

Increasing international delivery of training raises other issues beyond technology and infrastructure such as language and societal learning culture.

Leadership development in a global context

International programmes present their own challenges. Organisations operating in a global context have to take account of different audience needs in different locations. Cultural differences are the main issue, noted by 79% of those operating globally. However, problems also emerge when L&D try to impose centrally-developed content upon diverse audiences, negating some of the hoped-for efficiency savings and consistency benefits. Just as senior management buy-in is a critical success factor, so too is gaining local stakeholder buy-in at all levels.

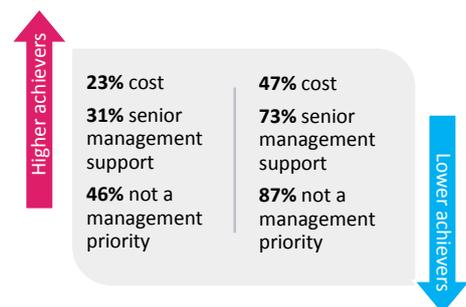
FIGURE 6 BARRIERS TO GLOBAL SUCCESS



Higher achievers not only report that they are largely achieving more benefits, they also report fewer barriers than average. Most notably, compared with the lower achievers, the higher achievers are half as likely to report barriers due to:

- Cost
- Lack of senior management support
- Online learning not a management priority

The Crown Prosecution Service started their journey into modernising their learning strategy through a study of the ‘best and the worse’ (see case study on page 19). This has allowed them to identify the barriers of their previous programmes (lack of relevance and context) and establish a new framework to engage and empower learners.



“To build a learning culture you have to get out and create relationships with internal customers, find out what they want and deliver the results you promise!”

Considerations for L&D



- ❑ Focus on goals – reduce the focus to a smaller number of goals and ensure that the efforts of the team are proportionately geared towards their achievement
- ❑ Consider how to extend leadership development programmes to leaders at all levels in the organisation
- ❑ Divide leaders into talent groups for learning that can mutually support and encourage each other
- ❑ Address the factors that might become barriers to learning later on – like the IT infrastructure, the credibility of the programme and the engagement of senior managers from the outset
- ❑ Audit the skills of the L&D team to help develop a clearer understanding of how to improve skills in the implementation and management of technology-enabled learning

To achieve business goals and reduce the barriers to change, we need to take a step back and consider leadership development from the learners' perspective in their local context.

In the next chapter we explore how 2,000 leaders and line managers currently learn what they need to do their job.

Case study 1 - A journey of change at the Crown Prosecution Service

Responding to a need identified in their People Engagement Survey, the CPS began a journey in leadership and management development in 2012 with a largely face-to-face programme for all of their more than 1,000 managers (out of a total workforce of 6,500) across the geographically spread organisation.



The survey showed that many staff felt they needed more support from their line managers, so the CPS worked with Civil Service Learning to put together a bespoke programme for all managers. They were then successful in applying for the programme to be accredited, meaning managers who have completed the programme can achieve an externally-recognised qualification by demonstrating how their learning has been put into practice. Some 488 managers have been accredited so far, with many others underway.

The programme has been well-received by staff and a recent IIP survey has given the CPS a Silver Award.

Sharron Hughes, Head of Leadership and Development, says the CPS has used feedback from this initial programme to identify a number of key elements that help to achieve successful learning:

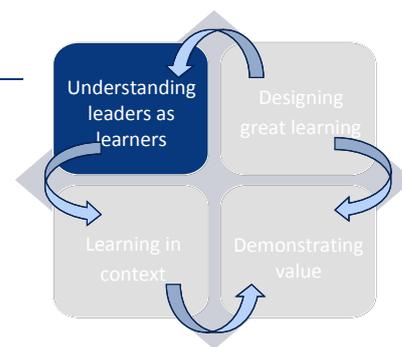
- It is vital to create an appetite for learning
- Formal programmes will not succeed if they are not engaging, empowering and workplace relevant
- There is a need for flexibility and bespoke packages to suit the individual learner
- Mandated elements of the programme need to be minimised, allowing choice to fit the local environment

The CPS' de-centralised Leadership & Development team, made up of 20 members of staff, is now using that insight as it works on a number of further development programmes – including a new leadership programme which builds on the successes identified from the first approach and looks at individual learning and embedding this learning in the workplace environment. Sharron says: “Creating a more bespoke training package will help to ensure a consistent level across management by looking at an individual’s needs.”

Sharron concludes: *“Leadership development in a professional organisation is all about a careful balance between the culture of the profession and the needs of people leading it.”*

3 UNDERSTANDING LEADERS AS LEARNERS

Examining the different responses and ways people learn amongst different groups provides valuable insights into how L&D can adapt their leadership programmes to cater better for the needs of each group. In this section we look at how 2,000 leaders¹⁰ at different levels currently learn what they need to do their job.



3.1 HOW ARE LEADERS AND MANAGERS LEARNING WHAT THEY NEED?

The Towards Maturity Learning Landscape Audit encourages staff to reflect on how they learn what they need for their jobs.

For the 2,000+ leaders and managers in this sample, it is clear that their learning predominantly comes from their on-the-job experience and relationships with others. On average, 49% learn more from finding things out for themselves than from the classroom or formal training, rising with level of seniority from 48% in line manager roles to 54% for those in senior management. The ‘formal’ programme of events has a role to play but is not at the top of the list.

Learning Landscape Audit 2014

- 2,262 in a management role
- 174 directors/heads of function
- 615 senior managers
- 1,320 line managers



What do leaders and managers find **essential or very useful** to learn what they need?

- 91% Working in collaboration with others
- 83% General conversations and meetings
- 81% Manager support
- 73% Google/other search for web resources
- 67% Support from a coach/mentor or buddy
- 64% Formal education courses
- 61% Classroom courses
- 55% Internal company documents
- 52% Internal networks and communities
- 37% Self-paced e-learning courses

Table 4 shows that collaborative learning, the support of the ‘boss’ and a mentor/coach combined with web search are the most useful learning approaches for leaders at all levels.

TABLE 4 - TOP SIX MOST USEFUL LEARNING ACTIVITIES FOR LEADERS AND MANAGERS

Directors	Senior Managers	Line Managers
Working in collaboration 95%	Working in collaboration 95%	Working in collaboration 91%
Web search 75%	Support from manager 82%	Support from manager 81%
Support from manager 74%	Web search 77%	Web search 71%
Support from coach/mentor 64%	Internal networks/communities 66%	Support from coach/mentor 66%
Internal networks/communities 62%	Support from coach/mentor 63%	Formal (accredited) courses 62%
Accessing learning from mobile 49%	Formal (accredited) courses 59%	Internal documents 58%

¹⁰ Data was taken from the Towards Maturity Learning Landscape Audit 2015. www.towardsmaturity.org/learnvoice2

Those in most senior roles are least likely to find classroom courses (56%) or (college-based) formal education courses (59%) essential or even very useful and are more likely to turn to internal networks and communities. Senior managers and line managers value external accredited formal education programmes more and are twice as likely to be taking part in MOOCs (30% of line managers, 26% of senior managers vs. 15% of directors).

Whilst culturally, there may be a perceived historic bias to classroom training to support leadership development, reported learning behaviour from leaders themselves shows that senior leaders are working things out for themselves on the ground with support from the communities they belong to.

The McDonalds case study (see page 27) shows how one L&D team is responding to the way that leaders learn by adapting their classroom training and encouraging staff to learn ‘away from the curriculum’ working in collaboration with other teams and mentors to widen their perspectives.

3.2 WHAT IS IMPORTANT TO LEADERS AS LEARNERS?

3.2.1 SHARING EXPERIENCE

Collaboration with team members and other colleagues is cited as essential or very useful by over 90% of leaders in the Learning Landscape study but are leaders willing to share their experiences with others as part of the learning process? The answer is a resounding yes!

80% of leaders are willing to share what they know to help others learn. However:

- A quarter of them are already sharing what they know to help others learn
- They need more opportunity to get involved in collaboration - 36% of directors would share if the opportunity arose (rising to 46% of line managers)
- They need help getting started - 23% of directors need help getting started (16% of line managers)

Of the 20% who said they are not willing to share, almost three-quarters said it was due to lack of time. Only 6% of 2,000 leaders and learners said that they would not be willing to share as they would feel too uncomfortable.

The opportunity to share experience is important to leaders and most welcome the role of technology. 55% of leaders are motivated by technologies that allow them to network and learn with others (dropping slightly to 47% of directors).

55% of leaders say they are motivated by technologies that help them network and learn with others.

The McDonalds’ case study (page 27) highlights how their new intranet portal facilitates peer connections and links local leaders to centrally provided resources.

3.2.2 MOTIVATION

75% of leaders at all levels say that their top reason engaging with online learning is that they want to be able to do their job better and faster. What is more, approximately half appreciate that online learning is having a positive impact on their job performance and 57% of line managers say that they can see how online learning can help further their career (this drops to 47% of directors).

TABLE 5 FACTORS MOTIVATING LEADERS TO LEARN ONLINE

Percentage of sample	Directors	Senior managers	Line managers
Motivated by a desire to keep up with new technology	38%	36%	41%
Motivated by being able to do their job better/faster	76%	75%	75%
Motivated to increase productivity	36%	38%	43%
Motivated by gaining professional certification	20%	29%	42%
Don't need motivation by others – they just like to learn	68%	51%	50%

Data from 2,109 managers taking part in the 2014 Learning Landscape study

Leaders are also very self-motivated, with over 50% saying they are turning to online learning just because they like to learn. This is particularly the case for directors, with 68% of them highly motivated to progress their learning independently.

Despite this, only 14% of leadership budgets are being allocated to learning technologies that support managers and even with this level of investment:

- 57% of directors do not think that current online content provided by the organisation is relevant to their needs (falling to 36% of senior managers and 39% of line managers)
- 57% of directors can't find what they need (43% of senior managers and 36% of line managers)
- 77% of senior and line managers know what learning they need but only 58% know how to access it
- 82% of senior managers and 79% of line managers know what on-the-job support they need but only 63% know how to access it
- Only 50% of senior and line managers agree that their organisation clearly communicates the learning opportunities available, falling to 40% of directors

The biggest barrier to learning for leaders at all levels is the lack of time, cited by 65% of managers in our Learning Landscape Audit. What is clear is that relevance to the job in hand and clarity of communication is critical to supporting independent, self-motivated learning.

65% of managers find lack of time the greatest barrier to learning

3.2.3 RELEVANT CONTENT

Relevance to job is important and, for line managers, relevance to career is also important.

Line managers are twice as likely to be motivated by online learning if it leads to a professional qualification.

We see that 15% of line managers are studying independently online for their personal interest or career advancement outside work-related learning (dropping to 11% of senior managers). Line managers are also twice as likely to be motivated by learning online as their more senior colleagues if they are going to gain a professional certification. Directors need more prompting to engage with online learning and are less likely to be able to put their new skills into practice quickly.

There is clearly a need to help people engaging in leadership development to locate and access suitable resources, including learning content, interactive communities and expert advice.

“The introduction of evidence based training has created a self-motivated learner and increased student and instructor satisfaction. Satisfaction has increased where blended methods include tablets and access via a VLE.”

3.2.4 FLEXIBILITY AND CONTEXT

The ability to learn on the move and outside office hours is important to leaders at all levels with three in four senior managers agreeing that they learn what they need to do their job when travelling to and from their work. They are also actively learning in the evenings and weekends. Less than one in five learn at their desks and less than one in four say that they use breaks during the day to learn what they need.

Three in four senior managers learn what they need for their job travelling to and from their workplace.

Context is key for leaders at all levels with two in five saying that they access the learning they need to do their jobs right at the point of need.

TABLE 6 WHERE AND WHEN ARE LEADERS LEARNING WHAT THEY NEED FOR THEIR JOB?

Percentage of sample	Directors	Senior managers	Line managers
On the way to/from work	73%	74%	56%
When travelling to see clients	50%	39%	28%
At my desk	17%	20%	17%
During breaks	22%	23%	22%
At lunchtime	21%	25%	24%
Evenings and weekends	59%	55%	45%
At the point when I need them the most	41%	38%	42%
Whenever I'm alerted to updated information	22%	19%	21%

Data from 2,109 managers taking part in the 2014 Learning Landscape study

To achieve this, mobility is key, especially for senior managers who are more likely to use mobile devices (particularly smartphones), short video clips, apps for business news and information, and listen to pod- or video-casts.

Table 7 shows that:

- Directors are twice as likely as line managers to use their work mobile devices to access work related learning content and downloading apps related to business
- Line managers are more likely to use their personal mobile devices to access learning content relevant to their job roles

TABLE 7 MOBILE LEARNING FOR MANAGERS

Percentage of sample using device to access work-related learning content	Directors	Senior managers	Line managers
All mobile devices	92%	88%	71%
Work mobile phones	62%	46%	27%
Work tablet devices	4%	6%	5%
Own mobile device	8%	10%	13%
Own tablet device	18%	13%	9%
Actively downloading apps relating to business news and information	71%	68%	53%

Data from 2,109 managers taking part in the 2014 Learning Landscape study. Percentage using device **often**

Overall, leaders at all levels like to learn on the move and are opportunistic – learning during times when they are en-route to client meetings or on the way to/from work and downloading content where and when they need it.

Again this finding is in contrast to the view from L&D that classroom and face-to-face methods engage their audience most strongly.

3.2.5 MANAGEMENT SUPPORT

Even for leaders, the role of the ‘boss’ is important in helping them to build the skills they need, with over seven in ten flagging that support from their manager is essential in helping them learn what they need. However, when it comes to formal learning, very few leaders enjoy proactive support from their boss with fewer than half of line managers enjoying proactive support of their bosses:

- 31% of line managers and 22% of senior managers say their boss discusses learning objectives with them prior to any formal learning (falling to just 5% of directors)
- 49% of line managers say their boss expects them to apply learning after a formal programme
- 49% of line managers and 46% of senior managers say that learning is always discussed as part of their performance review (30% of directors)

Whilst manager support is seen to be a very important element of learning, more senior staff are less likely to have a personal development plan in place or to have discussed it with their own line manager. Personal development plans are totally absent amongst directors. Only 1% of senior leaders and 10% of line managers have them in place for this year.

Only 10% of line managers have a personal development plan in place for this year

It is a shocking finding that a proactive ongoing learning process is not defined at this level.

3.3 OPPORTUNITIES FOR L&D

3.3.1 ARE L&D TUNED INTO THE LEARNER VOICE?

The tools that leaders and managers report as being essential/very useful for learning are often in stark contrast to *perceptions* that L&D have about how their staff learn. The consequences of such a mismatch can lead to investment in unsuitable interventions and resources which do not meet the needs of the audience, particularly at the most senior levels. It can also lead to a lack of confidence from line management in L&D as trusted partners in performance improvement and to a lack of management buy-in and support for programmes across the rest of the staff.

In one such example, the data indicates that L&D perceive senior managers to prefer to use classroom training and external social media over internal networks whereas the learner voice conflicts with this view.

“We brought in a specialist Management consultancy and over a three-year period set up a training schedule which enabled all our Home Managers and senior managers in the business to attend a four-day course. Business projects had to be discussed and then presented. One or two projects have now been embedded into the Trust culture, but overall the feeling from the business was that they didn't get value for money on the return based on performance of those who attended.”

TABLE 8 PREFERRED DELIVERY MEDIA

	The Learner Voice ¹ <i>Percentage finding this essential or very useful (for all training, not just leadership development)</i>			The L&D Perception ² <i>Percentage that prefer this delivery media for leadership development</i>		
	Directors	Senior managers	Line managers	Directors	Senior managers	Line managers
Classroom courses	49%	56%	61%	71%	86%	77%
Self-paced e-learning courses	35%	35%	37%	41%	51%	57%
Video clips/podcasts	22%	20%	22%	55%	74%	55%
Google or other search for web resources	75%	77%	71%	68%	78%	48%
Internal networks and communities/in-house social networks	62%	66%	54%	16%	42%	79%
Networks and communities outside the business/external social networks	41%	43%	37%	52%	52%	52%
Accessing learning from mobile device	49%	49%	48%	43%	65%	74%

Red indicates where L&D are most at variance with the Learner Voice with over 15% difference: Green indicates where they are mostly aligned – 6% difference or less

¹ Learning Landscape study with over 5,000 learners, including 2,000+ leaders and managers

² Small sample from Leadership Development study with 126 L&D leaders

It is perhaps unsurprising that when leaders are asked whose opinion counts when it comes to influencing their online learning decisions, less than 5% are influenced by their L&D departments. Instead they are more likely to rely on the weight of influence of their co-leaders and peers:

- 3 in 10 directors and senior managers are influenced by other directors in the company
- 3 in 10 directors say their peer’s opinion counts (2 in 10 senior/line managers)
- 3 in 10 line managers are influenced by their own managers (2 in 10 say their director’s opinion counts the most)

Leaders are choosing to learn online but this is not always recognised by L&D, as illustrated by one L&D leader’s comment:

“The higher the position, the less receptive managers are to learning and development. Executive selection of executive coaches confirmed by HR has been helpful. Developing leaders from day 1 in the organisation has proven beneficial.”

3.3.2 ARE L&D RESPONDING TO THE LEARNER VOICE?

Understanding the factors motivating leaders and managers to learn enables L&D to adapt their approach to improve engagement and business impact. Many of the solutions that can help are common sense, but are sadly not widely adopted as the findings from L&D in our 2014 Benchmark reveal:

- 20% include managers in the design process for their leadership programme
- 20% link learning to performance management objectives
- 38% provide managers with resources and job aids to encourage application back in the workplace
- 30% provide micro-content of less than 10 minutes duration
- 38% help people locate in-house experts when they need them

With the rise of self-managed learning there is also a parallel and perhaps greater rise in the methodologies used by learners. The growing proportion of the population that has grown up in an internet world find it very easy both to access and engage with a huge range of methodologies. Indeed, they are so familiar with the platforms that if material is not presented to them in ways that engage and empower, it will rapidly be ignored.

Considerations for L&D



- ❑ Develop a clearer understanding of how leaders in your organisation prefer to learn and how they are learning independently
- ❑ Adapt the learning according to role – the needs of the line manager, senior manager and director are significantly different
- ❑ Relevance and context are critical
- ❑ Classroom training is just one aspect of the blend – explore how technology can be used to supplement and support this
- ❑ Provide opportunities for social networking and learning communities and explore how to help and support leaders get started in their use

This chapter has highlighted the gulf that exists between the ways people are learning in leadership development and the slow pace of transformation from traditional L&D approaches.

*The next two chapters will look at how the **designers** of today's leadership development programmes are responding to leader's needs. We will explore how to:*

- *Enhance the formal learning experience*
- *Support learning where it matters – in the heart of the workflow*

Case study 2 – Building leadership skills at the outlet level at McDonalds



In McDonalds, L&D supports the talent process which is led by HR and is focussed on a search at outlet level for new talent, especially for potential Area Managers.

The McDonalds Restaurants UK story in leadership development began over ten years ago as the company became increasingly aligned to its American parent business model. The shift was from 70% owned outlets to a franchise model. *“The business culture was then, and still is, one of top down direction”* according to Mark Reilly, Head of Corporate Training. Over that period a major brand re-building process has taken place following adverse customer perceptions. There has been a company-wide focus on understanding the wider business context and building of business acumen. There has also been a cultural shift from restaurant management to leadership development in outlets. To enable the process, budgets have been centralised to enable a focus on learning needs emerging from a new IDP process.

The old culture of 10:20:70 has been reversed to one of 70:20:10, with reduced budgets focusing attention on the effectiveness of the formal elements of the learning programme. There is an increased emphasis on the use of technology to create a supportive environment for managers, including the use of informal communities and the social media, coupled with increased coaching as the portfolio shifts away from the classroom. Progressive experiments also include the use of e-learning, gamification and virtual classrooms to make learning accessible in all outlets.

A new intranet portal is being introduced to link local leaders to centrally provided resources (e.g. corporately supplied GetAbstracts - a global McDonald’s contract) and to facilitate peer linkages.

The use of multiple platforms to foster collaboration and access to learning has a mixed response. Mark: *“Technology is an option that gives people choice, but there is a time penalty from using multiple platforms”*. Mark sees a clear ROI benefit from using technology in addition to efficiencies in reaching target groups, but he also identifies resistance. *“There is a preference in the culture for formal learning. It provides people who are immersed in their local situation with a chance to draw back, reflect and learn face-to-face from their peers. However, there is pressure from the US Head Office to roll out corporate mid and executive level programmes using virtual classrooms. The challenge is how to deliver programmes in multiple ways that reflect peoples’ individual ways of learning.”* To help workplace application of learning from leadership events, managers keep workbooks to record self-diagnosed learning and to enable peer and upwards reporting – the latter proving an effective way to bring senior managers into learning programmes.



McDonalds encourages leaders to learn ‘away from the curriculum’ whether through mentoring someone from another organisation or a charity in order to widen their perspective.

Case study 2 – Building leadership skills at the outlet level at McDonalds

Lessons learned:

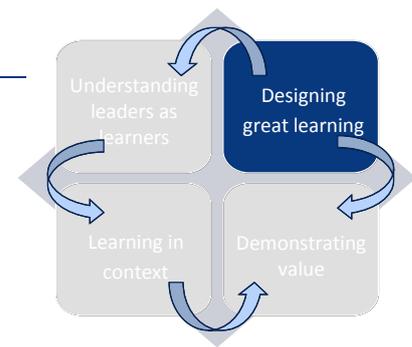
- People learn in different ways and need to be given the tools to optimise their own learning
- The classroom has a valuable place in leadership development for enabling face-to-face sharing and bonding
- Empowering managers to create learning with their own staff increases engagement and unleashes creativity
- Over-provision of platforms and tools for learning can reduce efficiency and engagement
- Organisation culture can take many years to achieve even when its facilitation is given good attention

Mark adds:

“Regardless of the huge benefits of technology in learning, I would never want to lose the face-to-face element which provides the time and opportunity to reflect and to learn from others.”

4 DESIGNING LEARNING FOR TODAY'S LEADERS

It is clear that today's leaders are increasingly becoming self-directed learners. How can designers of today's leadership development programmes enhance the way they develop formal learning?



4.1 HOW DO L&D SUPPORT THE SELF-DIRECTED LEARNER?

Leadership skills are developed through a blend of formal delivery methods, informal learning and the practical experience of leading projects and teams. When it comes to supporting self-directed learners, there are differences between the blend of delivery methods used by L&D in *formal* programmes and the approaches that L&D encourage leaders to use for themselves.

Despite the fact that just three in five leaders find the classroom approach very useful in building the skills they need, the most popular methods used as part of the formal programme to convey the essential skills for leadership remains the classroom-based course and workshop:

- 92% are offering classroom based learning
- 83% offer hands-on workshops

However, leaders are increasingly encouraged to take ownership of their own development. L&D expect leaders to employ methods such as attending conferences and reading leadership books and articles – both online and hard-copy – for themselves, and to independently work through self-study material. Leaders are also encouraged by L&D to arrange coaching, work-shadowing and mentoring by a more senior leader.

Essential/very useful to the self-directed learner:

- 7 in 10 list Google/web search
- 2 in 5 list networks and communities
- 3 in 5 list face-to-face classroom training
- 8 in 10 want to learn at own pace
- 7 in 10 learn on their way to work
- Half are learning at evenings and weekends
- Over 7 in 10 use mobile learning

The top scoring media for **skills development** are listed in the table below:

TABLE 9 TECHNIQUES FOR SUPPORTING THE SELF-DIRECTED LEARNER

Part of the formal programme	L&D encourage leaders to do for themselves	L&D expect leaders to use on their own
Classroom based courses (92%)	Self-study lessons (45%)	Reading leadership books/magazines (41%)
Workshops (83%)	Reading leadership books/magazines (43%)	Reading online books/articles (36%)
Real life simulations (65%)	Reading online books/articles (41%)	Conferences (28%)
360 degree feedback (63%)	Shadowing (36%)	Self-study lessons (19%)
Role play (60%)	Mentoring by a more senior leader (34%)	Communities of practice (18%)

See Appendix for full table, with 2011 data for comparison

Workshops and classroom training were top of the list in 2011

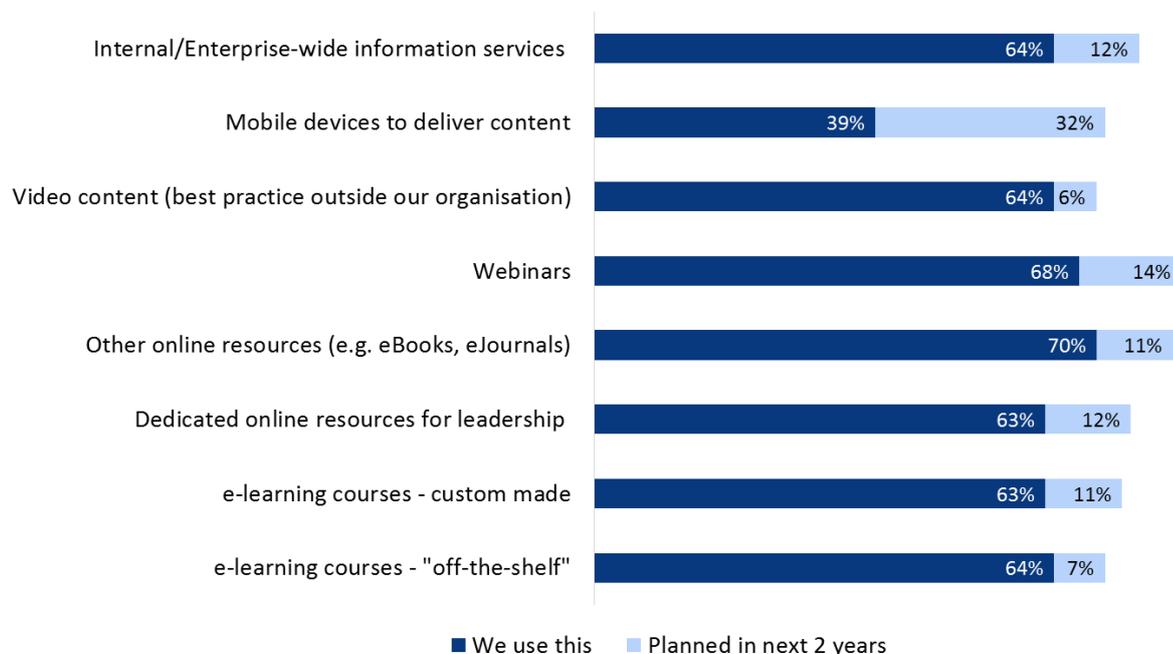
Four in five organisations invested in leadership development. During the last four years we have seen a rise in the use of real-life simulations (up from 66% in 2011 to 81% in 2015) and communities of practice (up from 62% to 78%) and a fall in the use of executive coaching (down from 93% to 80%), action learning sets (down from 87% to 69%) and role play (down from 85% to 72%).

Across the sample as a whole, the following tools and delivery media are used in over three in five organisations:

- 74% Learning Management Systems (LMS)
- 70% Online books and e-Journals
- 70% Video conferencing/Web presence
- 68% Webinars
- 65% Diagnostic tools
- 64% External best practice videos
- 64% Internal/enterprise-wide information systems such as SharePoint
- 63% Dedicated leadership resources e.g. from Harvard ManageMentor, ILM, LearningZone and CMI
- 60% Internal best practice videos

The anticipated growth (reported in 2011) in the use of mobile technology to deliver content has occurred and is expected to continue over the next two years. However, within that overall finding there are some interesting trends.

FIGURE 7 USE AND PREDICTED INCREASE IN USE OF DELIVERY MEDIA



“The more experienced the target group, the more custom made the programme needs to be to get maximum results. Technology should be one of the design principles, it is not so much a barrier as it is an issue of programme design and making a clear learning strategy that is compelling to the audience and relates directly to their current business and priorities.”

Technology tools used in 2011

The top technology-aided delivery media and tools used in leadership training in 2011 were:

- Video conferencing/virtual presence (71%)
- Learning management systems (70%)
- Diagnostic tools/other online resources such as eBooks and eJournals (63%)

The media and tools with the highest expectations for growth in the following two years were:

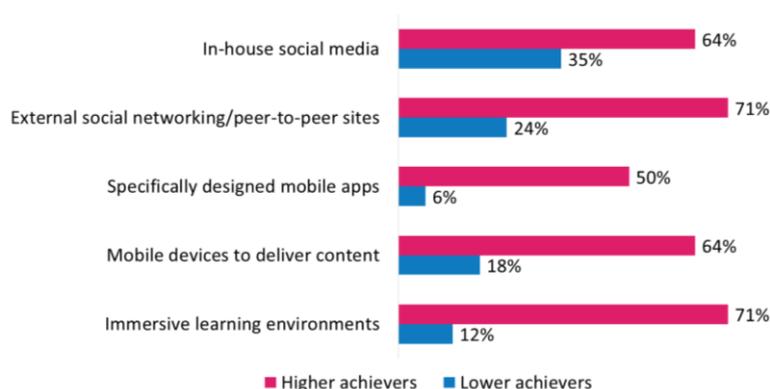
- Video conferencing (81%)
- Custom-made e-learning courses (81%)

In-house social media (69%) and mobile devices to deliver content (59%) were starting to gather significant momentum in leadership development.

There are significant differences between the use of different tools across the public, private and not-for-profit sectors. The public sector offers the widest range of content. The not-for-profit sector is less likely to create custom-made e-learning courses, or to offer their leaders access to dedicated online leadership portals such as resources from Harvard, ILM or CMI. (See Appendix for more details.)

Higher achievers are ahead of the curve for all the technology tools and delivery media considered in this study except for use of off-the-shelf e-learning packages. The greatest increases planned are in their wider use of mobile devices (increasing from 64% of organisations to 86%) and the development of bespoke mobile apps (increasing from 50% currently to 71%). Podcasts too are planned to increase from use in 50% of organisations to 79%. Compared to the lower achievers, they are far more likely to be using mobile learning, social networks and immersive learning environments, such as serious games and simulations.

FIGURE 8 TECHNOLOGY TOOLS USED BY HIGHER ACHIEVERS



Higher achievers are most clearly differentiated by the way that they look at the whole talent picture, engage staff with online content and curate resources for staff. They also lead the way in techniques for embedding learning in the workflow (considered in the next chapter).

It is clear that there is a movement away from traditional face-to-face and classroom-based delivery, but the pace of change lags behind learner practice. Leaders are moving far faster to sources of information and more technology-supported means of learning than are being pursued and supported by L&D. Leadership development is a key means for organisations to develop culture and behaviour. But there is a risk that prospective leaders' quest for information may take them away from the potentially potent channel of corporately-led development. There is a balance to be struck, which can only be achieved if the delivery methods used by leaders are also utilised by L&D in delivering learning.

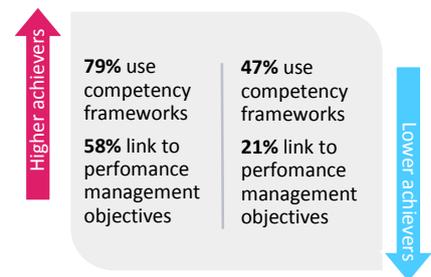
4.2 MANAGING TALENT

The identification and nurturing of talent is one of the highest priorities for organisations – and their HR and L&D functions. The process frequently begins during recruitment stage, when pre-assessment tools can be used to identify potential leaders, and continues through the tracking of individual performance to the attainment of relevant accreditation.

95% of L&D leaders are looking to improve the career plans for potential leaders but only 13% are successful. So what are organisations doing to support this? The quest for precision in providing relevant learning is leading to extensive use of frameworks and models to identify needs:

- 70% of organisations use competency frameworks for leadership, with a further 24% planning to introduce them
- 65% are using diagnostic tools (80% in the public sector)

Four in five higher achieving organisations are using competency frameworks compared to half of the lower achievers. However, it is not just the tools that people use to identify current competencies but also the process in place to improve performance. Here we see a more striking difference, with higher achievers three times as likely to link performance to management objectives.

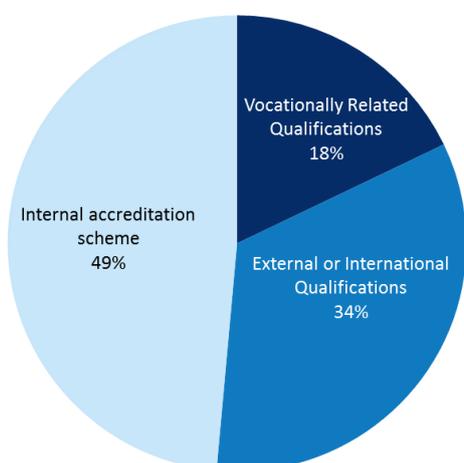


Line managers are particularly motivated to engage with learning when there is formal accreditation attached. This tangible way of measuring programme success can provide additional motivation for learning – and an incentive for learners 'soldiering on' to the end of a course.

In this study we have seen a 22% increase in the level of qualifications gained as a result of e-enabling leadership development, rising to a 28% increase for our higher achievers.

A mix of external academic or international (e.g. MBA, iQuals), vocational (e.g. N/SVQ) and internal certification routes are offered with approximately half of all assessment undertaken via internal accreditation. Relatively few organisations mandate some form of assessment for career progression.

FIGURE 9 ACCREDITATION PROGRAMMES
Proportion of all assessment offered



Overall, the percentage offering some form of accreditation is as follows:

- 75% Leadership and/or management (mandated by 37% for career progression)
- 73% Coaching and mentoring (20%)
- 69% Project management (10%)
- 33% Personnel management (22%)
- 10% Managing volunteers (0%)
- 8% Enterprise and business start-up (4%)
- 8% Social enterprise (4%)

An average of 21% provide no route to accreditation for learning across the subject areas listed above. 38% link learning to appraisal/performance management objectives (down from 49% in 2011).

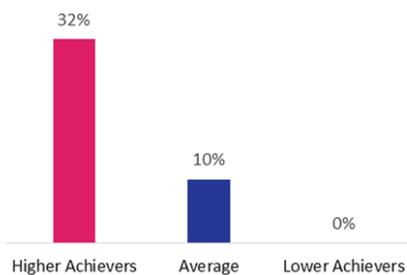
All of those in higher achieving organisations offer accreditation for leadership, and offer an above average proportion of accredited programmes across this range of subject areas.

4.3 CREATING ENGAGING EXPERIENCES

Leadership development is not an easy ride. Higher achievers tend to use a wider range of methods in their formal training, including creating strong immersive environments. Whilst classroom courses, workshops and role play are primary delivery methods used across all organisations, higher achievers are more likely to use games, simulations and job assignments. Gaming not only create a safe environment in which to fail but also creates a more competitive learning environment.



FIGURE 10- THE USE OF GAMES IN LEADERSHIP LEARNING



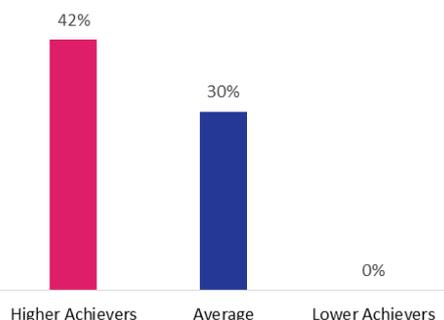
Whilst all encourage leaders to learn for themselves, higher achievers would appear to leave less to chance and rely less on expecting leaders to make time to study independently. Notably, whilst 57% of higher achievers encourage leaders to work through self-study lessons, none expect them to do this on their own (compared with 14% of lower achievers) and 21% of higher achievers expect leaders to read online articles (35% of lower achievers).

4.4 CURATING EXTERNAL RESOURCES

L&D has an important role to play in encouraging and supporting leaders as they learn on their own.

The use of MOOCs for leadership development is slowly gaining momentum with 30% already providing links to external portals or open online content. A further 42% are planning to make this change. Multinationals and large organisations are more likely to be using MOOCs than small, single-site organisations.

FIGURE 11 PERCENTAGE OF ORGANISATIONS PROVIDING ACCESS TO EXTERNAL PORTALS OR MOOCs



The MOOCs on offer range from the Harvard academic-type models through to industry-specific offerings devised and delivered from within an organisations. Learners may well be using these resources as sources of information without feeling any need to complete a course or gain a qualification.

Higher achievers make it easy for staff to get to curated resources with two in five of them providing access to external portals or MOOCs. None of the lower achievers do this.

L&D are clearly aware of the wealth of on and offline reading material for self-study, but their own role in curating and such content is less well understood. Becoming skilled in this area is a way in which L&D truly supports learning rather than being seen simply as a deliverer of courses.

In the 2014 Benchmark, 12% set up content curation strategies to help staff make sense of the resources available to them

It is clear that L&D are exploring the range of delivery methods and platforms now available to them in leadership development. It is also apparent that the pace of that exploration lags behind individual behaviour as learners use their own initiative and considerable internet skills to find the information and help they need. There is a clear need for a dialogue between L&D and the various stakeholders to ensure that learning opportunities are available in ways that will engage, will be efficient and will result in application of learning in the workplace.

Considerations for L&D



- ❑ Explore the extensive libraries of courseware and other learning resources available through dedicated leadership portals and MOOC platforms
- ❑ Curate these resources and signpost the best and most appropriate to save leaders time in finding these for themselves
- ❑ Plan formal learning around the competences required – and the outputs from diagnostic tools to highlight where there are gaps
- ❑ Consider using accreditation as a means of motivating leaders at all levels
- ❑ Explore the use of games and simulation software to create more engaging learning experiences
- ❑ Use the same delivery methods that leaders are already using to learn for themselves!

In the next chapter, we link the ways people are learning with the methodologies being used for delivery and examine the extent how higher achievers are successfully enabling learning in the workplace.

Case study 3. Redefining leadership development at the NHS



The National Health Service is a UK national icon and the world's fourth largest employer – a single brand, but in reality some 450 semi-autonomous organisations.

That is the challenge for the NHS Leadership Academy and its Head of Professional Development, Chris Lake. Chris sets the scene: *“Because it is a feature of every city, town and village in the country everyone has a view of it and an opinion about it. That is why there is such a huge focus on its leadership. Indeed, every enquiry into the NHS, both its failings and its successes, highlights some aspect of leadership. On top of that the NHS is under massive pressure to deliver more, with less and in ways not previously part of its DNA. There is an increasing drive towards systems leadership and the provision of joined up care across and beyond the boundaries of NHS organisations.”*

The response from the NHS Leadership Academy is a suite of leadership development programmes for each level of leadership responsibility, providing targeted development for all backgrounds and levels. The most junior Edward Jenner programme, aimed at those beginning their leadership journey, is free to all users. With some 21,000 registered participants, is delivered online and in MOOC mode.

Next up is the Mary Seacole programme, a one-year face-to-face, online and virtual blend delivered in partnership with the Hay Group and the Open University leading to a Postgraduate Certificate in Healthcare Leadership. As of today, 2,500 aspirant leaders, managers and clinicians use this programme to bolster their leadership skills.

The Elizabeth Garrett-Anderson programme is for prospective senior leaders. It is a two-year development programme that's also a Healthcare Leadership Master's degree. The programme has been designed and is delivered in partnership with the KPMG-led consortium including Manchester Business School, the universities of Birmingham, Harvard, and Erasmus and the patient and service user organisation National Voices. Using a wide range of learning methodologies, there is a strong emphasis on workplace application, practise and reflection. Learning is developed through a mixture of face-to-face, group work and Action Learning methods. Each cohort of 48 participants has a dedicated team of three facilitators. 2,000 NHS staff are currently engaged in the programme.

The one-year Nye Bevan programme specifically readies senior leaders for board level executive director roles. The first 240 leaders' graduated from Nye Bevan in March this year. Again, designed and delivered in partnership with the KPMG-led consortium and the NHS Leadership Academy, the programme has unique elements designed to ensure its powerful development is landed and integrated across the health and care. In addition to four face-to-face highly experiential residentials and seven challenging learning set meetings, there's also a state of the art virtual campus. The programme's methodology is Self-Managed Learning – where these senior participants work out what they are going learn and how they will demonstrate this learning in fulfilment of the learning outcomes to qualify as executive directors. Performance on the programme is peer-assessed by other participants – and it is real: there is an 8% failure rate!

The driving influences for all programme designs are in ensuring the right pedagogy for the right programme. Chris: *“We have to have the right medium working in the right way.”*

Case study 3. Redefining leadership development at the NHS - continued

The whole suite of programmes work to a unified core strand of a relentless focus on patient care delivered through staff engagement – and involving regular inclusion of real patients to provide feedback and insight. Chris Lake believes a major element to the success of the programmes lays in the decision to co-create with expert partners, including National Voices. The rigorous procurement process prioritised culture and values as well as capability and cost, considered essential for achieving the quality needed to address NHS challenges.

Several other themes run throughout the programmes:

- Ensuring that the learning environment matches the real world
- The right balance of academic and work-based learning in the qualification programmes to maximise application

The NHS Leadership Academy's future challenges are not just about scale – the challenge has always been achieving quality at scale, whether through immersive videos for emotional development or promoting interaction in face-to-face sessions with sometimes 70 participants requiring creativity in room layout and unconventional facilitation.

Chris Lake emphasises that there are no edges or boundaries to the programmes because they are all so strongly embedded in workplace application and reflection. In all programmes there is a mantra that *“anything learned has to be applied.”*

In terms of impact measurement that is again all down to the workplace. A programme participant cannot pass the course without delivering measured service improvement – and it has to be written up. For most programmes this is posted globally online (on the publicly available NHSX site) to enable others to learn from it.

There is more to come – in the pipeline is a programme for aspirant chief executives. Beyond that there are different challenges: moving the junior programmes able to be run in-house by individual NHS Trusts as Organisation Development programmes, allowing local customised choice about how to deliver them.

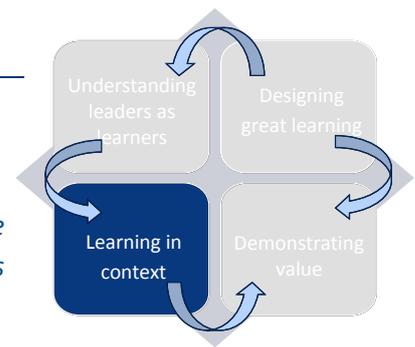
What people are saying about the programmes?

- *“I feel involved, valued and an important part of the process.”* (Patient Representative)
- *“It’s a brilliant programme, so well thought out, I’m really fortunate to be on it.”* (Nye Bevan participant)
- *“It’s been tailored to the individual learners with an understanding that people learn in different ways - it’s a fresh approach to learning.”* (Elizabeth Garrett Anderson participant)
- *“It has challenged me and in turn I am challenging others: especially those people that I work closely with but also, those I can and do influence. Inspiring a shared purpose.”* (Nye Bevan participant)
- *“I’ve taken back [to the workplace] a confidence to be able to fulfil my future role in a senior leadership position in health and social care.”* (Elizabeth Garrett Anderson participant)

“We care deeply about making a difference to the NHS, and believe better leadership is at the heart of change to deliver patient centred care. We are proud to lead a diverse Consortium and are passionate about delivering programmes that improve leadership and the future of health services for all.” (Louise Scott-Worrall Delivery Director KPMG led consortium)

5 SUPPORTING LEADERS IN CONTEXT

This chapter is about the application of learning back at work. It explores the issues in leadership development of engagement, learning culture, and the successful transfer of learning into effective leadership that improves business performance. We report on what is happening and what still needs to shift.

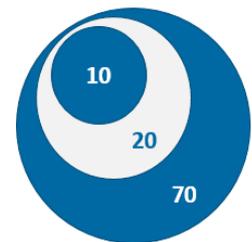


As managers rise to more senior roles, opportunities for formal learning can be squeezed out by the pressures of work. Time for learning and the emotional energy to engage become a premium. L&D need to understand how learning communities, performance support and mobile learning can be used to provide solutions at the point of need as well as their own role in helping people access the help they need in their leadership journeys.

Many studies have highlighted the difference between *knowing* about leadership and the ability to demonstrate *skill* in the workplace. The latter demands opportunity for practice, reflection and continued refinement of skills which can only be done in the workplace context.

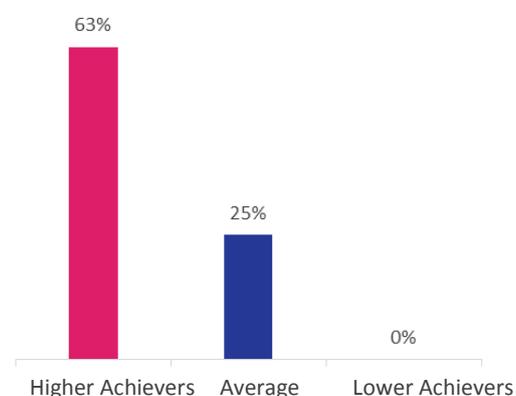
5.1 70:20:10 MODEL IN LEADERSHIP DEVELOPMENT

Tools for integrating learning into the workflow are increasingly part of the L&D armoury. Coaching and mutual support conversations are now more possible with faster, more reliable broadband services underpinning the rise of VOIP conferencing, webinars, and other live – and opportunistic – online learning.



New models of learning such as 70:20:10 offer a framework to think about how learning is supported in the workflow. One in four organisations are already applying new techniques to support leadership learning in the workflow and this is the area in which we see the greatest change being planned for the future with an additional 59% planning to do so.

FIGURE 12 WHAT PERCENTAGE OF ORGANISATIONS ARE IMPLEMENTING 70:20:10?



Higher achievers are changing more quickly and moving learning beyond the classroom:

- They are over twice as likely to be implementing the 70:20:10 model into their practice today
- 100% of this group are either already applying or planning to apply new models to support workplace learning over the next two years

Whilst none of the lower achievers have currently started to look at this now, 73% are planning to do so in the future.

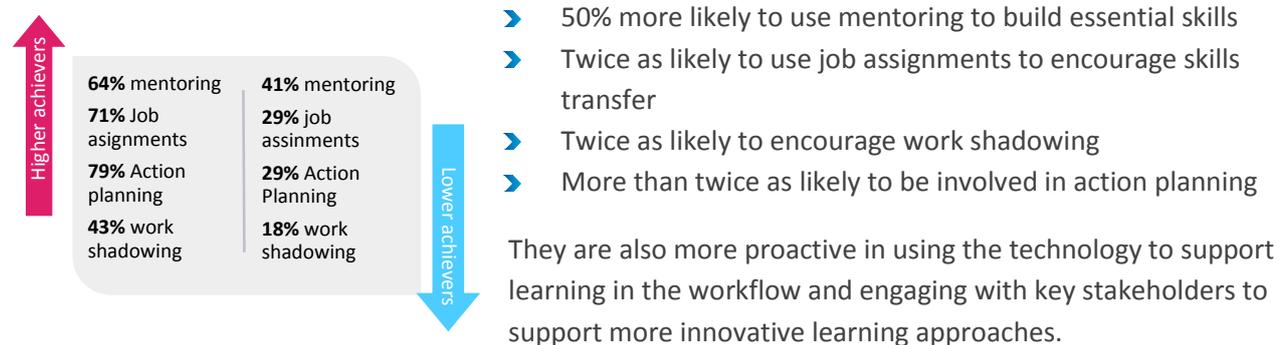
5.1.1 WHAT DOES THIS MEAN IN PRACTICE?

It is about meeting the challenges we identified in the first section – setting learning in context and realising the potential that every new project brings for developing leadership skills. Whilst much of this learning by its very nature happens beyond the direct control of L&D, it can be supported, encouraged, facilitated, exposed and shared by them¹¹. New models of learning, such as 70:20:10, are gaining traction in leadership development to the extent that over 90% of organisations in this study are now aware of them and many are investigating how they can be put into practice. Figure 13 looks at what this means for individuals at different stages of their journey.

FIGURE 13 IMPLEMENTING NEW MODELS OF LEARNING



Higher achievers are already some way down the route of supporting experiential learning and coaching. Compared with the lower achievers they are:



5.2 CREATING COMMUNITIES

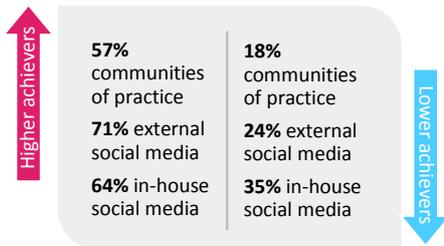
Online communities provide a useful starting point for extending the learning experience of the individual and encouraging ongoing reflection back in the workplace. Such communities potentially have a powerful role in helping leaders engage and connect back in the workplace. However, when it comes to L&D design:

- 26% of L&D leaders are using communities of practice to help build essential skills
- 25% of L&D leaders are using social media (43% plan to)
- 22% encourage learners to rate online content via social media/after they have completed it

¹¹ <http://charles-jennings.blogspot.co.uk/2014/11/the-benefits-and-challenges-of.html>

Despite 96% of L&D leaders looking to technology to help increase the sharing of good practice, the growth in the use of in-house social media sites predicted in 2011 from 49% to over 70% has not happened. In fact, some three in ten do not have any plans to implement social media.

The role of community and social media to support learning is a priority for higher achievers. Compared to lower achievers, they are:



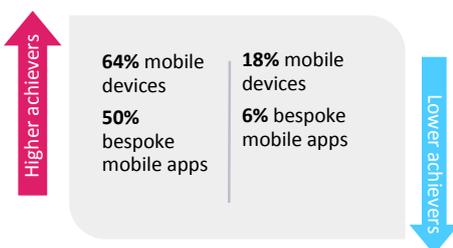
- Three times as likely to be implementing communities of practice
- Three times as likely to be using external social media in learning design
- Twice as likely to be using in-house social media

The Nokia Case study on page 40 highlights the incredible power of communities to ease the loneliness of leaders having to lead through turbulent change, combined with easy to access, relevant content it shows how a leadership programme, grounded in business imperatives, can help turn an organisation around.

5.3 SUPPORTING LEARNING AT THE POINT OF NEED

For leaders to embed learning into their everyday lives, it is also important that they can access resources at the point of need. We have seen that leaders are already heavily reliant on web searches and their mobile phones to help them learn what they need to do their job at the time when it is most relevant, but how are L&D supporting that?

Over the last four years, L&D leaders have started to respond to this trend. Usage of mobile devices in leadership development design has risen to 39% from 31%, with further penetration to 72% predicted by 2017. Cross-platform solutions are planned by 45% of organisations that have not already made this change.



Compared to the lower achievers, higher achievers are:

- Over three times as likely to use mobile devices to support learning
- Seven times as likely to provide apps to support performance at the point of need

The DisasterReady case study on page 44 shows how delivering easy-to-use and easy-to-find learning via the cloud is starting to transform the way that leaders on the ground in remote parts of the globe are able to respond faster to disaster. Their leadership portal allows fast access to content and also creates an opportunity to develop cross-sector communities and sharing of ideas in a process of ‘innovation amplification’.

Case study 4. Equipping Nokia's leaders in turbulent times

NOKIA

Peter Holmark (Head of NSN HR Talent, Leadership and Organisational Development), based in Berlin, Germany, leads a deliberate strategy to use e-learning to help save and re-position Nokia Networks. *“Early in 2013 we had just eight-quarters left before we ran out of cash. With an unattractive portfolio our competitors were rapidly eroding our customer base. The organisation was in turmoil as we changed ownership and our name in a bewildering sequence.”*

With minimal budget, no time available and with learning not at the top of the leadership team's agenda, what could be done to help? *“We knew lots about **managing** change but our leaders needed support in **leading** it.”*

Appraising the existing learning portfolio and its business impact, Peter realised that the 70:20:10 model which served the business well in the stable state was just not fit for purpose in times of dramatic and turbulent change. *“Our leaders could not give the bandwidth or the time to do what the model requires in supporting people through the uncertainty”*. The changes were dramatic. In the subsequent two years 15-25% of the payroll (17,000 people) left from every location around the world.

“Our Leadership Development focus was about easing the loneliness felt by those taking hard decisions, all the while watching a clock ticking towards extinction if turnaround failed.” Helpful material from the existing learning library was re-packaged and marketed in ways that made for easy engagement. A new portal was installed to enhance global individual accessibility.

*“We also looked at new stuff. We turned to neuroscience, aided by the **Neuroleadership Institute**. With them we co-created four 30-minute videos used in a webinar-based blended programme, benefitting from an overlap of skills in the process. We made huge use of webinars globally but also had local facilitation in which HR was extremely helpful.”*

The results have been dramatic. The programme was aimed in its first four months at the upper levels of the leadership. The asynchronous take-up has seen over 40% of the 55,000 staff accessing the programme, often repeatedly, over the year of its operation. According to Peter, *“What the blend, its focus and its easy accessibility seems to have done is to create a space where those at the sharp end of turnaround leadership can talk to people trying to do similar things but in different situations. Their questions were the same, the experiences and answers helped just through sharing. The loneliness, isolation and the emotional strain of constant tough decision making were reduced”*. The success lay in a package that was experience based but designed to be capable of re-visiting – in itself a comforting oasis when nothing else is stable. *“Qualifications in this context are not important, performance is!”*

“Take-up of the programme was high globally, but what happened as a result differed dramatically. In Italy, hit very hard with a 25% cut in staff, the remainder had a bright future but they went on strike! In Germany morale remained high and performance was maintained until the very last day of employment. In our home territory of Finland the strength of the online communities is such that to this day there is a strong ‘post Nokia’ alumni – with post-retrenchment parties being organised and peer support happening.”

Case study 4. Equipping Nokia's leaders in turbulent times - continued

The programme has spawned huge informal connections across the global business. There are over 3,500 different online communities in Nokia's recent history. There are long lists of new meetings and introductions made across the world by leaders themselves to provide mutual support and sharing.

The programme in the context of a business in rapid transition has provided a window to identify future leaders. Agile, high performance has been assessed alongside personal ambition and willingness to go the extra mile, combined with 360 assessment. Those emerging have been fast-tracked through a combination of additional e-learning and succession planning for critical roles.

Today, nine-quarters later, Nokia Networks is once again turning in good operating profits, the revenue stream is good, and portfolio expansion is beginning. Turnaround has been achieved. The direct impact of the programme is difficult to measure in the context of so much organisation change, but what customer feedback is clearly identifying is a strong correlation between engagement and business performance.

What has been learned?

- A business grounded leadership development programme can make a real difference, and can help in identifying talent and accelerating its development
- Interventions sharply focussed on leaders human needs can be a source of energy, mutual support and resilience in times of business crisis
- It is OK and in fact imperative to radically re-appraise a learning programme in the light of organisation crisis in order to provide focus and support
- Demonstrated success in providing real business impact anchors leadership programmes at senior levels and can loosen the purse strings for L&D

Peter concludes: *"In a business crisis, supporting leaders can make a real impact and focussing on their needs can embed L&D as a lever for performance."*

5.4 HARNESSING STAKEHOLDER SUPPORT

Earlier in the report we saw how nine in ten L&D leaders are looking to get a faster and consistent application of learning back in the workplace yet only 49% felt that they were largely achieving that. Leaders themselves have provided some indicators as to why that might be the case – lack of time, lack of management support and lack of awareness and ability to access learning at the point of need.

If L&D are to effectively support this process, it is important that we work in collaboration with leaders in order to define and design the most appropriate learning interventions. Yet fewer are involving managers in programme design and fewer have clear communications plans in place for all their stakeholders than four years ago.

Only 31% of L&D include managers and users up front in designing leadership programmes.

L&D need to take note and set out action plans to improve communication with managers and other stakeholders to enhance the support that they can offer leaders in the workplace.

- 50% provide managers with resources and job aids to encourage application back in the workplace
- 46% work with directors/senior managers to endorse learning
- 43% target training and HR staff to help engage leaders with new ways of learning
- 30% work with local champions to support learners in the workplace

“Follow up is essential and difficult. Too many people get dragged back into the pressures of everyday situations. Greater emphasis needs to be given to planning, and prioritisation.”

In 2011, more organisations used a collaborative design process

Stakeholder engagement was relatively strong:

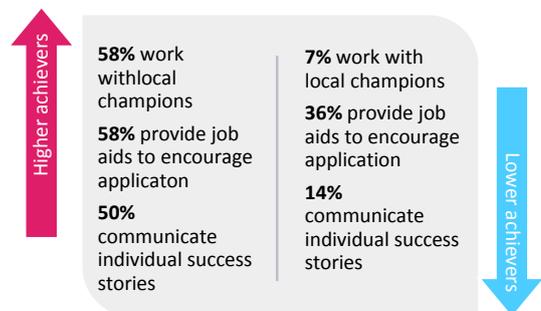
- In 2011, 51% included managers and users in programme design. In 2015, this proportion has fallen to 31%.
- 40% had clear communications plans in place for all their stakeholders. This has now fallen to 34%.
- 40% work with local champions to support learning in the workplace. This has now fallen to 30%.

However, fewer provided resources and job aids for their learners. 41% provided them in 2011 and this has risen to 50% in 2015.

Higher achievers are using a range of techniques to improve communications at all levels and involve stakeholders in the design and implementation of leadership development programmes. They endeavour to harness manager support wherever possible to encourage application of learning in the workplace.

Compared with lower performers they are:

- 60% more likely to equip managers with job aids to support application of learning
- Eight times as likely to work with local champions
- Four times as likely to communicate individual success stories



The outstanding message is that support has to be given to application of learning, especially where those on leadership programmes are looking to try new things in their daily work. What is needed is good supportive attention from senior managers, peers (both inside and outside the organisation), coaches and training facilitators. L&D has a huge responsibility to support by helping all of those stakeholders to recognise their role in supporting learning at the workplace, and to help upskill those who can in turn help the developing leader. Additionally it is important that L&D ensure that all the necessary channels for community support and for accessing further learning are open. All of this means that L&D has to become closer to the business and stronger in its influence to enable people to learn effectively.

Considerations for L&D



- ❑ Research new models of learning and explore further examples of how 70:20:10 is being applied in practice in leadership development
- ❑ Create communities online that leaders can confidently turn to when they need support on specific issues
- ❑ Develop accompanying job aids and resources to support application of learning
- ❑ Ensure robust technologies facilitate the development of cross-platform solutions – providing mobile access for all those that enjoy it and opportunities for collaborative learning for all
- ❑ Consider how to harness the use of ‘experts’ and other practitioners through the use of communities of practice, executive coaching, mentoring and work shadowing
- ❑ Include senior and line managers in the design process as well as the learners themselves
- ❑ Involve stakeholders at every stage – from design to implementation – and provide them with the resources to offer support to those on leadership programmes

One aspect of engaging leaders is the ability to show how learning is aligned to business goals and how to confidently articulate value. Without being able to demonstrate value, efforts to gain credibility and influence with line managers will fail. The final arbiter of success for any learning initiative is the impact in the business of the beneficiaries’ new skills as they are applied.

The next chapter deals with the issue of assessing impact – a difficult proposition when much of leadership development is around internal matters.

Case study 5: Leadership in disaster response



Leadership in response to humanitarian disasters is one of the most significant factors in helping rescue and recovery amongst traumatised communities, often in situations of considerable individual danger.

But history shows that the admirable global aid effort is frequently hampered by siloed thinking and an inability to learn across organisations and from experience.

DisasterReady.org is a 2013 newcomer to the global aid effort, born out of the need to rapidly train aid workers being deployed to the Pakistan floods of 2010. Today, over 40,000 aid workers from 190 countries have accessed the **DisasterReady.org learning portal** to enhance their preparedness for whatever assignment comes next. They learn and are enabled to communicate across organisations, national boundaries and fields of expertise to help one another in the vital task of helping swiftly, and with expertise, to alleviate the horrors stemming from natural disasters and human conflict, wherever they occur.

So what is the portal? Hosted on the **Cornerstone onDemand.com** platform, it is a flagship project of the **Cornerstone onDemand Foundation**, supported by an impressive community of major players in the humanitarian sector and e-learning industry. Its users come from across the spectrum of the world's major aid agencies. Atish Gonsalves, Director of DisasterReady.org, is in a unique position to comment on the operational challenges and the solutions that the portal is enabling.

“Success in this field is all about some huge leadership challenges. It is about relationships between the relief organisations and between these organisations and local operatives. The need is for local empowerment. Paralleling our experience it is a need strongly expressed at the recent launch of the Humanitarian Leadership Academy, another new initiative, funded by the UK Government.”

There are the perennial challenges of balancing sourcing and utilising people with relevant field experience with the need for technical experts. Trust in local partners is a huge issue, especially in conflict situations. The need for rapid, on the ground innovation is always a potential stress point in the face of organisational hierarchies. For the humanitarian organisation, each environment in which they work is about developing people for growth (their own and locals) but at the same time development for redundancy in that situation. It is not an easy balance.

Historically much of the necessary training of relief work leaders was done face-to-face, however it did not achieve either pace or the scale required to respond adequately. The DisasterReady.org portal has not only provided an opportunity for speed and scale but also for assurance of quality through the use of accreditation, badges and the other tools available through technology. It has started a new, self-driven movement towards enhanced performance and lifelong learning, even beginning to generate greater career pathing inter- and intra-organisationally.

The portal has sourced good material from partner organisations both directly in the humanitarian field and in the wider community, making it available and accessible to aid workers at whatever level and wherever they are, on a 24/7 basis, regardless of organisational affiliation, nationality or personal expertise. A rapidly developing suite of courses, lightweight MOOC's, webinars and other resources

Case study 5: Leadership in disaster response - continued

are available to anyone in the aid community, anywhere, free of charge. As the portal develops from its initial base in the Cornerstone onDemand “Learning” cloud, further capability is being switched on, currently through the “Connect” cloud, providing aid workers with the opportunity to deepen learning gained through the shared experience of webinars. Increasingly those communities are becoming self-sustaining communities of practice supporting workers in the difficult field conditions of tented communities and relief camps. Volunteers, often from outside the direct humanitarian field, provide material to fill gaps in the provision. The communication language is currently mostly English but materials are now also becoming available in French and Arabic.

“Where is it leading?” I asked Atish. “Successful aid delivery depends on rapid and accurate needs assessment followed by the application of focussed expertise, often in situations that are entirely unique. Disasters can happen anywhere and by their nature are unpredictable. Disaster response needs workers who have technical and soft skills, are emotionally well prepared and responsive to situations they find. It is important that workers have the means to share, seek advice and support one another regardless of their affiliations. The focus has to be on helping those affected by tragedy.”

“What we are seeing in these early stages of the platform is a growth in cross-fertilisation between disciplines and organisations. Traditionally this has been a challenge, but for example using webinar speakers from a range of client organisations, making the content available to everyone, is breaking down those barriers and encouraging collaboration and sharing. Cross-training between finance experts and medical staff is a good example of a coming together to help those in need get help.”

Increasingly the connections developing through people’s use of material from across organisations is creating social communities. Atish describes this as “innovation amplification”. DisasterReady.org is working on ways of encouraging this interaction and on the task of facilitating it.

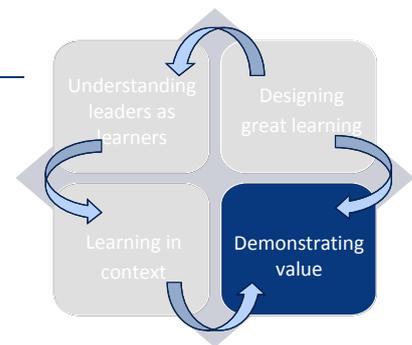
Is it working? The participant numbers speak loudly. 500 pieces of material used voluntarily by 40,000 workers in over 190 countries suggests that in stressful, deadline driven situations people are finding the portal to provide real help. The ultimate test is whether the increased leadership skills and the organisational and cultural shifts they are bringing about in relief work are being felt by the ultimate customer – the victim of the disaster. Atish: *“It is too soon to tell. We are gathering heaps of data and will conduct specific analyses based on the EBOLA and Syrian crises, but the analysis is not yet done - and indeed highlighting the impact will be very hard because of the rapidly changing dynamics of any relief operation.”*

The key lessons to have been learned so far are about partnership between the private and not-for-profit sectors, drawing on specific organisational strengths in an environment of equality aimed at a common goal. The initiative is characterised by simple technology to enable its accessibility, ensuring its reliability when needed. Engagement is an emerging key need, harnessing the technology power of gamification, badges, excellent visuals and the other features it brings.

Where next? DisasterReady.org is expanding its reach into all the humanitarian organisations, aiming for 0.25 million participants. Ultimately the vision is to move into enhancing the self-preparedness of potential victims. In the light of the recent terrible events in Nepal, the American Red Cross interest in this in relation to California is of note!

6 DEMONSTRATING VALUE

Technology has the potential to deliver a measurable impact on business performance and training efficiency. In this section we set out how we are demonstrating the value of our programmes and using evidence to modify our solutions and engage stakeholders.



6.1 MONITORING BUSINESS KPIS

Figure 1 at the start of this report highlighted how important it is for today's L&D leaders to deliver bottom line business results for organisations but few are achieving the results they need. How are they tracking progress?

Alignment to business objectives begins with an understanding of how leadership development contributes to the strategy, plans and priorities of the business. Two-way alignment ensures that not only do L&D activities reflect the skills the business needs, but also that business leaders recognise that learning interventions are aligned with the overall business plan.

A starting point is to identify specific business metrics/KPIs to improve through learning in partnership with senior management. The other side of the coin is the measuring and reporting of progress against these metrics to demonstrate the value that L&D can deliver.

However, when it comes to leadership development 41% of L&D functions identify Key Performance Indicators (KPIs) within their organisation (down from 50% in 2011). Those who link their leadership programme KPIs to business KPIs do so as follows:

- 62% link to KPIs in employee engagement
- 60% link to KPIs in performance
- 50% link to KPIs in staff satisfaction
- 43% link to KPIs in staff retention
- 21% link to KPIs in absenteeism

20% measure the impact of their leadership development programmes on business KPIs

However, only 20% revisit these KPI's to provide a measure of the impact of their programme – down from 26% in 2011.

“Absence, retention and performance are considered by business rather than L&D”

Figure 14 overleaf provides an indicator of the top business KPI's that are important in leadership development (participants were asked to provide their top three).

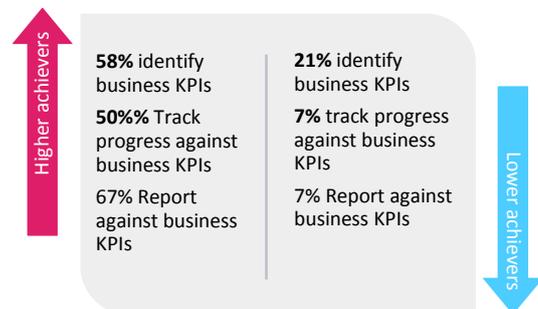
FIGURE 14 THE TOP THREE KPIS FOR MEASURING SUCCESS



It is perhaps unsurprising that our higher achievers – those who are largely achieving more of the business outcomes than their peers – are significantly more likely to be focused on business outcomes from the outset.

Compared with lower achievers they are:

- Almost three times as likely to identify business KPIs
- Seven times more likely to track progress against those KPIs
- Nine times more likely to report back against business KPIs



Certainly the case studies in this report have aligned closely to changing business needs and demonstrate their success against those needs.

Lack of progress since 2011

There appears to have been little progress in the last four years in the methods used to evaluate leadership development programmes. If anything, L&D are less proactive in this area than they were at the time of our 2011 study. Fewer organisations now report that they have identified KPIs or that they measure programme impact against these KPIs.

How have our case studies evaluated leadership development?

The outstanding lesson from the case studies in this report is that if leadership development is rooted in the organisation strategy and its driving issues, with clear measures set to track achievement – at both individual and organisation level – then an impact can be made. The NHS and Nokia studies show how well this kind of approach can assist the organisation and at the same time achieve a prime L&D goal – of embedding learning as a potent driver of business results.

The linkage between success criteria for learning initiatives, associated metrics and measurable business performance is indisputable. Even in the environment of humanitarian crisis aid where there is little time to reflect, the technology platforms that enable people to share and support one another (even across organisations) enhances confidence and deliberate application of learning. DisasterReady.org, NHS and Nokia all demonstrate this linkage in different ways.

It is notable that in both DisasterReady.org and Nokia examples it is the business impact that has been measured. Whilst data has been gathered to enable analysis of the causes of the learning success on those business imperatives, this has not been given a priority focus at this time.

Peter Holmark comments on the Nokia of the future *“We are now in a position where L&D has clearly demonstrated its business value in supporting leaders through dramatic change. We can now analyse the experience of the next two years and use that to inform a drive for consistency and to shift the focus from transformation into challenging expectations and delivery of results”*.

Chris Lake at NHS would echo those sentiments adding that *“The sharpest measure of all is the peer assessment carried out in senior leadership programmes that either allows or excludes leaders from accreditation in a business where accountability is genuinely shared.”*

6.2 PROGRAMME EVALUATION

Evaluation of leadership development programmes is inconsistent. For many, it starts and ends with learner feedback (77% of programmes) and completion statistics (73%). Only 50% collect information on the extent to which learning points have been understood and only 31% collect information from learners on how they have applied their learning. Indeed, many of the higher orders of programme evaluation around application, impact and bottom-line benefit are scoring lower than they did in 2011.

Effective measurement of the impact of training is an elusive “holy grail” for organisations and for L&D especially. However, a combination of careful contextualisation of a learning programme combined with effective de-briefing and the systematic gathering of feedback relevant to learning objectives will yield a defensible picture of what has been achieved – the more so when the learner has to develop an evidence portfolio and seek its validation by colleagues.

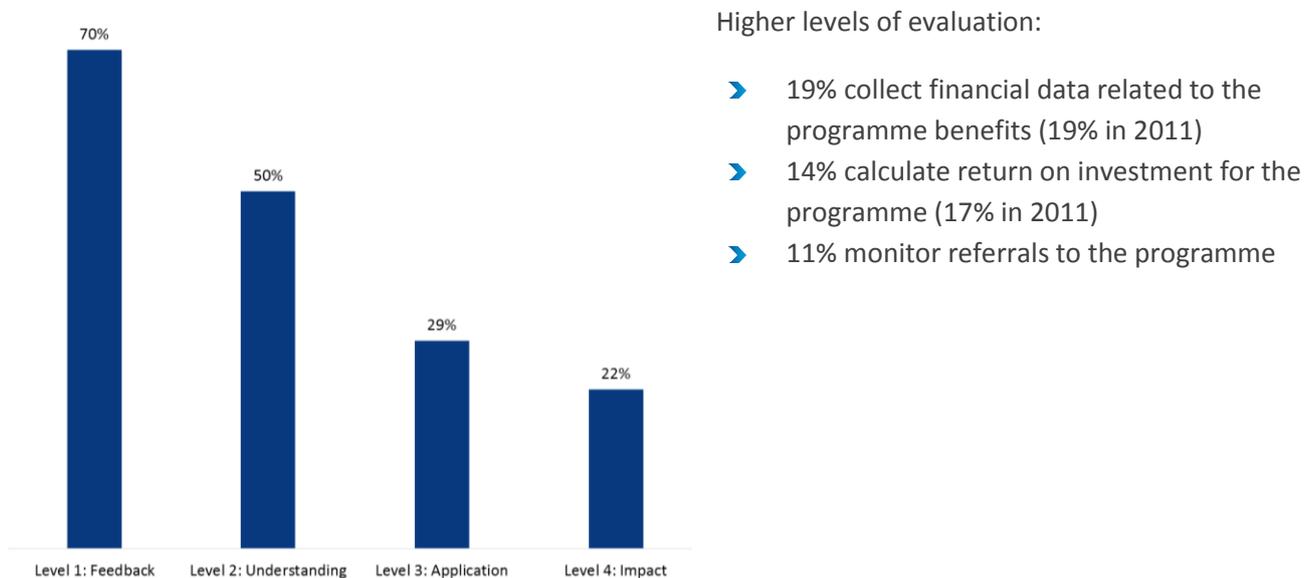
TABLE 10 MEASURING SUCCESS OF LEADERSHIP DEVELOPMENT PROGRAMMES

	Percentage that strongly agree* with statement 2015	Percentage that strongly agree with statement 2011
We monitor completion statistics	73%	67%
We routinely collect feedback from the users of each course	77%	78%
We conduct before and after surveys to gauge impact of individual programmes	36%	45%
We conduct regular surveys on staff satisfaction	59%	57%
We collect information on the extent to which the learning points have been understood	50%	43%
We collect information on how the learning points have been applied at work from learners	31%	36%
We collect information on how the learning points have been applied at work from learner's managers	27%	31%
We collect individual success stories and communicate them to users	27%	35%

* Answering 7, 8 or 9 on a 9 point scale of agreement with each statement

Return on Investment is only calculated for 14% of programmes. Figure 13 illustrates the sharp decline in the proportion of organisations monitoring their programmes through to higher levels of evaluation.

FIGURE 15 EVALUATING LEADERSHIP DEVELOPMENT



Compared to average and to lower achievers, higher achievers are more likely to align their leadership learning and development programmes to business goals, setting and reporting against KPIs. Learning analytic tools - one of the greatest areas for development - are now used by 19% of organisations to track and improve their provisions, with a further 49% planning to start in the next two years.

Higher achievers are four times as likely to be using learning analytics to track and improve provision

Higher achievers are almost four times as likely to be using learning analytics to track and improve provision (37% of higher achievers compared to 11% of lower achievers).

FIGURE 16 HOW ARE HIGH ACHIEVERS EVALUATING SUCCESS?

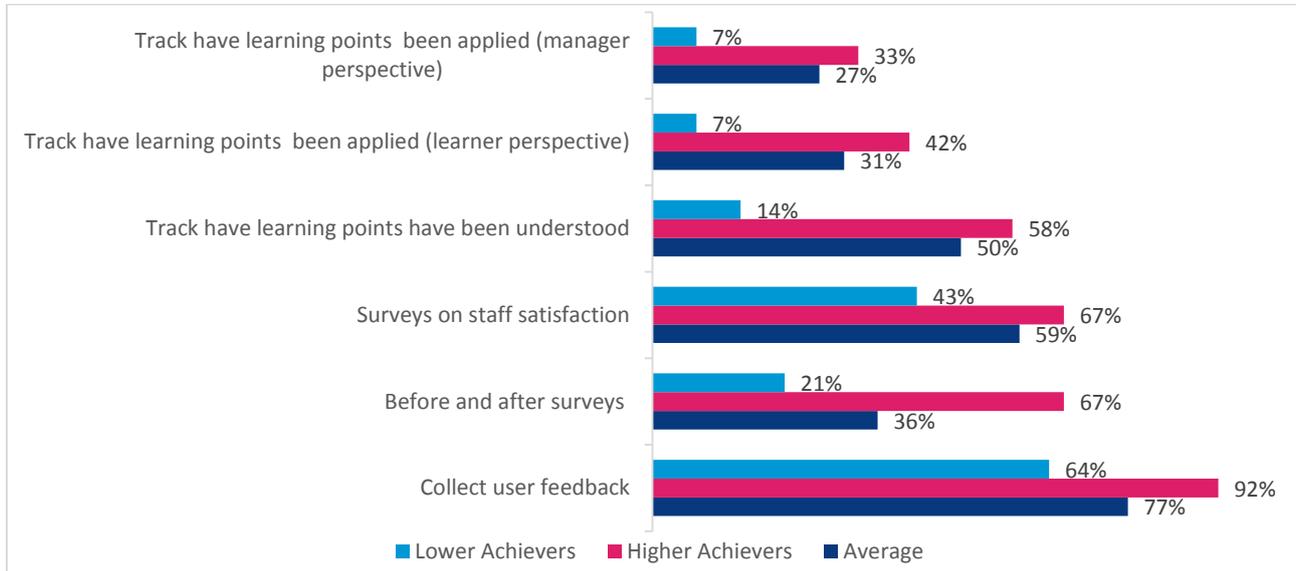


Figure 16 shows that compared to lower achievers, higher achievers are:

- 50% more likely to routinely collect feedback from the users of each course
- Over three times more likely to conduct before and after surveys to gauge impact of individual programmes
- Four times more likely to collect information about the way learning points have been understood
- Seven times more likely to collect information about the way learning has been applied from a learner perspective
- Four times more likely to collect information about the way that learning has been applied from a manager perspective
- They are also three times more likely to monitor referrals to the programme

Interestingly whilst they track this information, very few (17%) take it through to a full return on investment calculation. Given that only one in five business leaders say that they want a full ROI study to justify a significant investment in workplace learning¹², the further investment may not be worth the return.

6.3 IMPACT OF LEARNING TECHNOLOGIES

Technology-enabled leadership development programmes are positively improving business performance whilst offering greater training efficiency than traditional face-to-face training methods alone. We asked participants to quantify the efficiency benefits that they attribute to the use of learning technologies as compared with more traditional classroom training methods. However, given the way that organisations evaluate their leadership programmes, it is unsurprising that from the whole study only 28 people were able to provide measures or even estimates of the value attributed to learning technologies.

¹² The C suite Imperative – Cross Knowledge and the Economic Research Unit

The actual degree of improvements noted are very much in line with the Towards Maturity Benchmark values derived from the much larger sample of over 700 L&D leaders reporting these benefits across all programmes in the 2014 Towards Maturity Benchmark study¹³ (given in brackets below).

- 19% Improvement in business performance
- 22% Increase in qualifications/certifications gained (17% TM Benchmark value)
- 15% Increase in learner satisfaction/engagement scores (17%)
- 18% Improvement in programme reach (21%)
- 13% Reduction in time to competency (12%)
- 13% Reduction in training costs (17%)
- 21% Reduction in study time (20%)
- 21% Reduction in training delivery time (22%)

Higher achievers, albeit a very small sample, recorded even greater improvements in each of these measures, including a 30% improvement in business performance.

Considerations for L&D



- Identify specific business metrics/KPIs to improve through learning in partnership with senior management
- Measure - and report - progress against these metrics
- Consider how peer assessment can be used
- Gather feedback on how learning is being applied not just from the learner themselves, but from their line manager and senior managers involved

Whilst we do not claim that implementing these good practices will always result in higher achievement of business benefits or programme impact, the behaviours of our higher achiever group can provide a model worth adopting by a much wider audience seeking to emulate their successes. These behaviours are captured in our checklist in the final chapter.

¹³ Modernising Learning: Delivering Results, Towards Maturity November 2014.

7 FINAL COMMENTS/CONCLUSIONS

This study demonstrates the wide spectrum of progress and practice in leadership development. While the evidence reported and highlighted case studies show what can be achieved if a few basic principles are followed, it is a concern that many of the findings of the 2011 study are still valid.

- Leadership development accounts for one quarter of overall training budget yet few are achieving the wide range of goals they seek
- The perception that leaders always prefer classroom training is not supported by the evidence
- Leaders are learning independently – harnessing the power of the internet to source their own resources – often beyond any formal programme organised by L&D
- Leaders need little motivation to learn – they just need the time. L&D can help by curating the many excellent online resources and providing job aids to support learning in the workflow
- L&D are conscious of new models of learning and adopting new practices to improve learner engagement and tailor learning to need
- Leaders are willing to share and collaborate to learn from each other: L&D are slow to respond to the changing demands this places on them
- Gamification, social media and cross platform delivery are part of the solution for higher achievers,
- Internal communications and support systems are not fully exploited
- Innovative approaches to the application of learning technologies are effective in delivering measurable improvement in business performance as well as improvement in training efficiency
- Programme evaluation is not being used systematically to inform design

Higher achievers have shown how an integrated approach to achieving business goals can increase programme impact. Whilst it is clear that everyone has the strategic intent, delivering a modernised learning strategy for leadership development is anything but straightforward. If you are trying to achieve amazing results, but fundamentally missing the target, the checklist overleaf captures all the recommendations from each chapter to help leaders in L&D apply the lessons learned.

The McDonalds case study reports leadership development over a long time frame as the organisation has undertaken a shift in business strategy and culture over a decade and more. L&D has responded to the practices it observes in its managers learning habits and is continuously adjusting the blend as new information emerges. The approach is lower key than in some others, but the lessons from it are valuable in highlighting the need to be “where the target group is”. The overall study shows, and challenges, an apparent trend “back” towards face-to-face learning. McDonalds and the NHS make powerful arguments for its careful use as a potent means of sharpening the learning experience. Nokia, in its business crisis, could only do this virtually but have shown that technology can produce much of the same potency if well supported from both a software and individual human level.

For many organisations there is a long road to travel in gaining business focus, becoming at one with the client group in understanding their learning needs and ways of achieving them, and in putting in place the necessary blend of resources to respond appropriately. The mind-sets and skills of the L&D community may be the biggest barrier to progress in this key area of L&D activity. This is the shop window to the business and has to be seen to hold value.

HOW WELL ARE YOU DOING?



Use this checklist to help develop your own action plan.

What is changing in leadership development?

- ❑ Focus on goals – reduce the focus to a smaller number of goals and ensure that the efforts of the team are proportionately geared towards their achievement
- ❑ Consider how to extend leadership development programmes to leaders at all levels in the organisation
- ❑ Divide leaders into talent groups for learning that can mutually support and encourage each other
- ❑ Address the factors that might become barriers to learning later on – like the IT infrastructure, the credibility of the programme and the engagement of senior managers from the outset
- ❑ Audit the skills of the L&D team to help develop a clearer understanding of how to improve skills in the implementation and management of technology-enabled learning

Understanding the leader as a learner

- ❑ Develop a clearer understanding of how leaders in your organisation prefer to learn and how they are learning independently
- ❑ Adapt the learning according to role – the needs of the line manager, senior manager and director are significantly different
- ❑ Relevance and context are critical
- ❑ Classroom training is just one aspect of the blend – explore how technology can be used to supplement and support this
- ❑ Provide opportunities for social networking and learning communities and explore how to help and support leaders get started in their use

Designing learning for today's leaders

- ❑ Explore the extensive libraries of courseware and other learning resources available through dedicated leadership portals and MOOC platforms
- ❑ Curate these resources and signpost the best and most appropriate to save leaders time in finding these for themselves
- ❑ Plan formal learning around the competences required – and the outputs from diagnostic tools to highlight where there are gaps
- ❑ Consider using accreditation as a means of motivating leaders at all levels
- ❑ Explore the use of games and simulation software to create more engaging learning experiences
- ❑ Use the same delivery methods that leaders are already using to learn for themselves!

Supporting leaders in context



- ❑ Research new models of learning and explore further examples of how 70:20:10 is being applied in practice in leadership development
- ❑ Create communities online that leaders can confidently turn to when they need support on specific issues
- ❑ Involve stakeholders at every stage – from design to implementation – and provide them with the resources to offer support to those on leadership programmes
- ❑ Develop accompanying job aids and resources to support application of learning
- ❑ Ensure robust technologies facilitate the development of cross-platform solutions – providing mobile access for all those that enjoy it and opportunities for collaborative learning for all
- ❑ Consider how to harness the use of ‘experts’ and other practitioners through the use of communities of practice, executive coaching, mentoring and work shadowing
- ❑ Include senior and line managers in the design process as well as the learners themselves

Demonstrating value

- ❑ Identify specific business metrics/KPIs to improve through learning in partnership with senior management
- ❑ Measure - and report - progress against these metrics
- ❑ Consider how peer assessment can be used
- ❑ Gather feedback on how learning is being applied not just from the learner themselves, but from their line manager and senior managers involved

APPENDIX

ABOUT THIS RESEARCH

The data presented in this report is drawn from an online survey during early 2015 conducted among those responsible for leadership development in the workplace. Additional data is drawn from the 2014-15 Towards Maturity Benchmark research conducted online during June-August 2014 with over 600 organisations and a sample of learner data from over 15,000 Learning Landscape surveys during 2014¹⁴.

This report predominantly represents the views of larger organisations working with staff spread across regions and nations. The majority of respondents were from the private sector (61%), although a significant number of responses were received from those in the public sector (24%) and not-for-profit sector (15%).

Participants are spread across a number of geographic locations.

- 34% of respondents answered from the perspective of a multinational company operation, including 26% of companies with over 1,000 learners on leadership development programmes
- 46% operate from multiple locations within the UK
- 17% operate from a single location – including 6% of companies with fewer than ten staff on their leadership programme

The full range of our research is available from www.towardsmaturity.org/shop.

We would like to thank all those organisations that have kindly agreed to provide case studies for this report.

Companies taking part in the online survey that have given permission to include their name:

Achieve-LLC (FedEx Express CLO)	Jumeirah Hotels and Resorts
Allied Bakeries	Ketchum
British American Tobacco	KPMG International
Centre Creative Leadership	LP Consulting
Center Parcs Ltd	Mother care
Cheshire Constabulary	OLG
Civil Service	Saudi Aramco
DHS	Specsavers
Horizon Utilities Corporation	Stage Entertainment
JFSC	Standard Chartered Bank

¹⁴ Download the 2014 Towards Maturity Benchmark report: *Modernising Learning: Delivering Results* for free at www.towardsmaturity.org/2014benchmark.

DATA TABLES

TABLE 11 FORMAL DELIVERY METHODS FOR LEADERSHIP TRAINING

Delivery method	2015 ¹			2015	2011 ²
	Part of the formal programme	We encourage them to do this for themselves	We expect them to do this on their own	Total	All
Reading online books/articles	20%	41%	36%	98%	n/a
Workshops	83%	11%	2%	96%	96%
Classroom-based courses	92%	5%	0%	96%	94%
Reading leadership books/magazines	12%	43%	41%	96%	90%
Mentoring by a more senior leader	43%	34%	12%	89%	n/a
Self-study lessons	22%	45%	19%	86%	80%
Conferences	24%	33%	28%	84%	85%
Action planning	47%	25%	11%	83%	81%
360 degree feedback	63%	16%	2%	81%	81%
Real life simulations	65%	11%	5%	81%	66%
Executive coaching	55%	20%	4%	80%	93%
Communities of practice	31%	29%	18%	78%	62%
Checklists & job aids	45%	16%	7%	77%	82%
Job assignments	36%	31%	10%	77%	77%
Role play	60%	7%	5%	72%	85%
Shadowing	19%	36%	17%	72%	67%
Action learning sets	41%	20%	7%	69%	87%
Games and competitions	27%	7%	8%	27%	n/a

¹ What delivery methods and techniques do you use to help build skills for effective leadership?

² What delivery methods do you use to support leadership development?

TABLE 12 COMPARISON OF LEARNING TECHNOLOGIES USED IN DIFFERENT SECTORS

Percentage of sample	Private sector	Public sector	Not-for-profit sector
Learning content			
Off-the-shelf e-learning courses	62%	76%	60%
Custom-made e-learning courses	57%	84%	40%
Dedicated online resources (e.g. Harvard)	64%	72%	40%
Other online resources (books, journals, etc.)	68%	80%	70%
Best practice video content (external)	62%	76%	60%
Best practice video content (internal)	60%	72%	40%
Tools			
Video conferencing	74%	72%	50%
Diagnostic tools	64%	80%	40%
Mobile devices	43%	44%	20%
Immersive learning environments	34%	44%	10%
Social media			
External social networks	43%	60%	50%
Internal social networks	49%	56%	50%

ABOUT KPMG

KPMG LLP, a UK limited liability partnership, operates from 22 offices across the UK with approximately 12,000 partners and staff. The UK firm recorded a turnover of £1.9 billion in the year ended September 2014. KPMG is a global network of professional firms providing Audit, Tax, and Advisory services. It operates in 155 countries and has 162,000 professionals working in member firms around the world. The independent member firms of the KPMG network are affiliated with KPMG International Cooperative ("KPMG International"), a Swiss entity. Each KPMG firm is a legally distinct and separate entity and describes itself as such.



About the KPMG Learning Academy (KLA)

The KPMG Learning Academy brings together KPMG's breadth and depth of subject matter expertise with our learning design and technology skills and capabilities to help unleash the full potential of your people to drive business performance.

We aim to provide a comprehensive range of off-the-shelf digital, blended and classroom training courses on a wide range of subjects, delivered through our secure and accessible online platform. We will work with you to design and build effective and sustainable learning solutions centred on the learner experience.

It is this combination of our broad skills, deep subject matter expertise and ability to solve your problems that allow us to provide solutions designed to be flexible and robust.

ABOUT TOWARDS MATURITY



Towards Maturity is an independent benchmarking practice that provides authoritative research and expert consultancy services to help assess and improve the effectiveness and consistency of L&D performance within organisations. The Towards Maturity portfolio includes:

The Towards Maturity Benchmark Study™

<http://towardsmaturity.org/static/survey/>

The Towards Maturity Benchmark Study is an internationally recognized longitudinal study on the effective implementation of learning innovation based on the input of 4,000 organisations and 18,000 learners over eleven years. Towards Maturity continuously surveys and studies how people learn at work. This data is used to help L&D leaders assess and improve the appropriateness, effectiveness and efficiency of their learning provision. Previous research papers and sector specific reports are available through the **Towards Maturity Shop**.

Towards Maturity Benchmark Centre™

<http://mybenchmark.towardsmaturity.org/>

A dedicated centre to complete your Benchmark and apply everything we know about good practice to gain personal, practical time saving advice in one place. Follow the online three-step continuous improvement process and Benchmark your current approach with your peers.

Towards Maturity Strategic Review™

<http://www.towardsmaturity.org/strategicreview>

The Towards Maturity Strategic Review is a deeper analysis and comparison of your Benchmark against those who are already utilising learning innovation to deliver bottom line results and success. It helps you analyse and interpret your personal benchmark report to establish a base line and identify the next action steps for performance improvement leading to good practice within your organisation.

Towards Maturity Learning Landscape™

www.towardsmaturity.org/learner

the Towards Maturity Learning Landscape provides critical insights to help you understand the behaviours of your staff so you can design learning solutions that can be embedded more effectively into the workflow. It supports new learning technology strategies whilst mitigating risk when introducing new programmes or models of learning.



Towards Maturity Sector Benchmark Groups

www.towardsmaturity.org/benchmarkgroups

Join senior L&D leaders in your sector three times a year to use the Towards Maturity Benchmark to support performance improvement, prioritise action planning and accelerate progress. Attendance supports faster business results, strategic and tactical insights and an invaluable opportunity to network.

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Email:

benchmark@towardsmaturity.org

Tel:

+44 (0)208 542 2331