

# Programmes which **inspire confidence**



# HENLEY, A GLOBAL BUSINESS SCHOOL

## Purpose Driven Learning

■ 1800 apprentices on 38 learning cohorts

■ Top provider on Rate my Apprenticeship

■ Over 90% of EPA's are at distinction



**Global:** Locations in South Africa, Malaysia, and 15 locations in Europe. Faculty are recruited Globally, and 80,000 international Alumni.



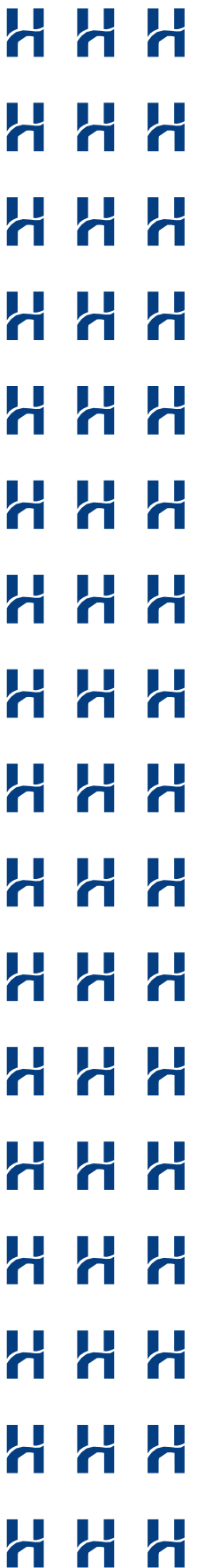
**Place:** High quality locations for learning is important part of the learning journey.



**Client Purpose:** Strategic engagement is critical to customising programmes.



**Triple Accreditation:** One of 40 Business Globally to hold the quality standards. Practice based faculty members.



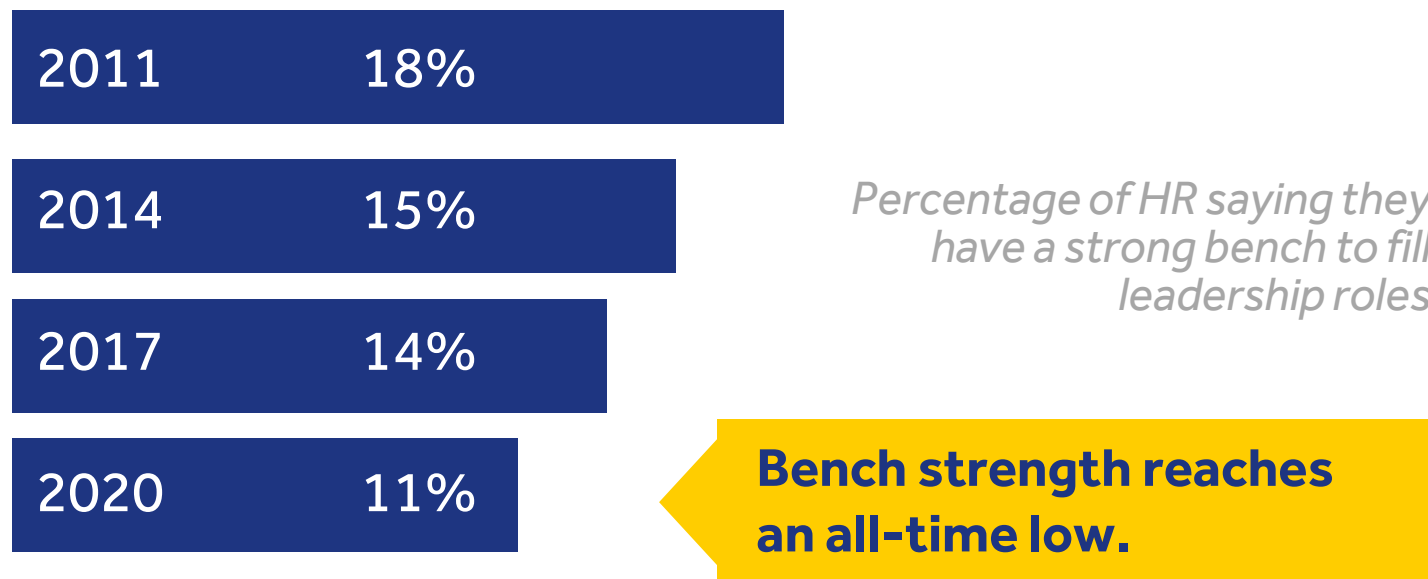
**55%**  
of CEOs

say that developing the next generation of leaders is their top challenge.



Companies can fill **ONLY 47%** of leadership roles.

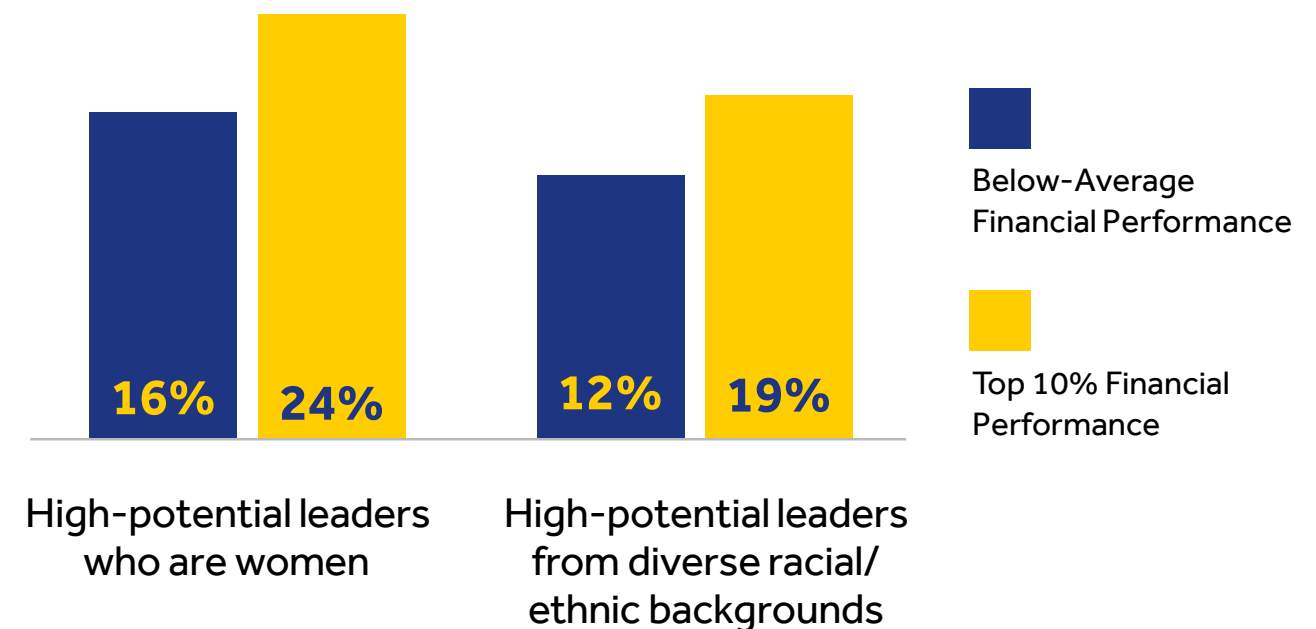
### Bench strength drops to a new low



Source: DDI Global Leadership Forecast 2021:  
<https://www.ddiworld.com/research/glf-trends>

### High-Potential pools lack diversity for future bench

Representation of high-potential leaders in top-performing organisations.



**We support organisations to use their Apprenticeship Levy to invest in learning and develop leaders, bringing a variety of benefits to the enterprise**



### **Transformation**

Companies are using their apprenticeship levy to develop their leadership in order to support transformation within their organisation.



### **Developing Talent**

Through utilising the levy and investing in employees' learning, organisations are developing new and existing talent.



### **Succession planning**

Clients are using our strategic offering to increase staff retention and engagement through investment in the workforce.



### **Wellbeing**

The wellbeing of managers and how they lead their teams is a key feature of personal development, which runs through all of our programmes.



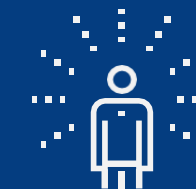
### **Equity Effect**

Clients are implementing equity, diversity and inclusion within their workforce, championing fairness and driving innovation.



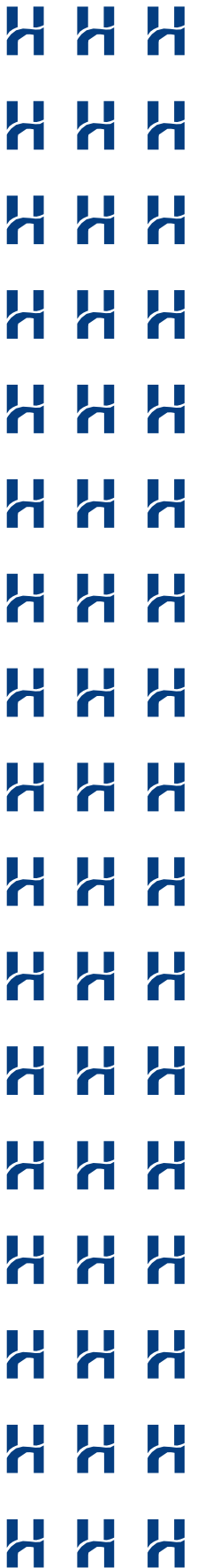
### **Total leadership development**

Organisations are realising the benefit of establishing leadership academies, taking their staff across a coherent and consistent management and leadership journey.



### **Productivity**

Work-based learning can be used as a powerful vehicle for developing workplace skills and promoting productivity of the labour force.



# CREATING HIGH PERFORMING PROGRAMMES

## 1. EXPLORATION

- Credentials of the organisations, establishing parameters for success.
- Demystifying the environment, focusing on what's important, to achieve the desired outcome.
- Identify stakeholders. Who's critical to the success of the programme?

## 3. INSPIRATION

- How will this event meet the achieve results?
- Contextualisation, making the event real & purpose led.
- Mapping the event to the organisational context.

## 5. EMBRACE

- Organisational capability to implement high performing programmes.
- Confidence in managers coaching skills, supporting the learners.
- Work based projects inform strategy, or are implemented to improve organisational performance.

## 7. REVIEW

- Account Management, tracking KPIs, intervening when required.
- Learner reporting, identifying who's on track and not.
- Celebrating success at intervals and the end.
- Learner progression opportunities.



## 2. DISCOVERY

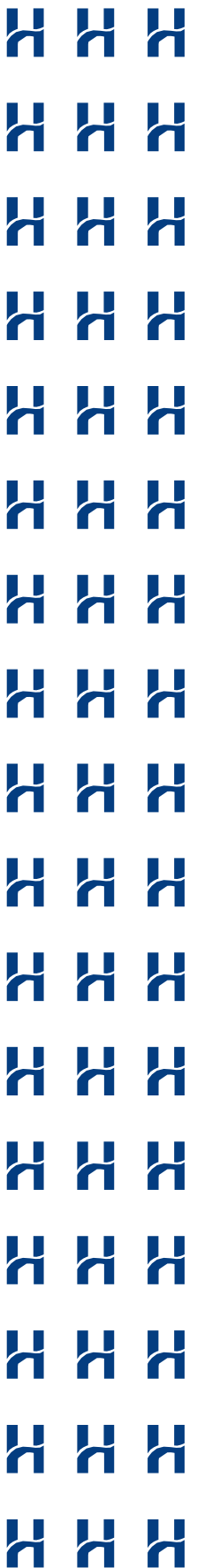
- Understand the requirement.
- What improvements will create impact in the organisation?
- Illuminating the possibilities; transformation, change, organisational capability.
- Setting out the design parameters, and organisational capability to engage in a Henley programme.

## 4. ACTIVATION

- What method/mode of delivery will achieve the best results?
- Locking down the strategic intent.
- Optimum impact:
  1. Organisational cycle
  2. Practicalities of delivery
  3. The learners' requirements

## 6. IMPLEMENTATION

- The PLAN.
- Agree scheduling, and recruitment plan.
- Work place sponsors 'engaged'.



# CONTEXTUALISED TO MEET THE NEEDS OF THE ORGANISATION

<p><b>COVID-19 (Recovery and Beyond)</b></p> <p>Organisations have had to make significant changes in response to the crisis, giving rise a to number of operational and workforce questions, which could be addressed through targeted WBPs:</p> <ul style="list-style-type: none"> <li>• <b>Personnel</b> – Self isolation measures have affected ways of working and progress of strategic projects. How has this impacted staff wellbeing and their perception of work? What roles can leaders play in the future?</li> <li>• <b>Operations</b> – How does the organisation address the backlog of work caused by the pandemic? How does it better prepare for the future?</li> <li>• <b>Revenue</b> – The pausing of key services has potentially caused financial challenges, how does it recover?</li> <li>• <b>Reputation</b> – Has the pandemic presented reputational issues ?</li> <li>• <b>Technology</b>- How does the organisation continue to drive technological innovations to drive procedural change and improve efficiency across the organisation?</li> </ul>	<p><b>Resource Implications</b></p> <p>How embedded and evolved is strategic workforce planning and what opportunities exist for improved working practices?</p>	<p><b>Recruitment &amp; Retention</b></p> <p>Attracting and retaining staff is a challenge for the organisation, but how can it innovate and improve?</p>	<p><b>Diversity &amp; Inclusion</b></p> <p>How can the organisation continue to develop its approach to key objectives in creating an inclusive workplace.</p>	
<p><b>Digital Capability</b></p> <p>What opportunities are there for increased use of technology across the organisation and what impact could on it.</p>	<p><b>Community</b></p> <p>How does the organisation work with partners to improve support and prospects for service users?</p>	<p><b>Crisis Management</b></p> <p>What has the organisation learned from COVID-19 and how prepared is the service for future events of this nature?</p>	<p><b>Transformation</b></p> <p>How can the organisation use WBP to mobilise parts of a broad strategic agenda, operationalising and driving change to produce impact?</p>	<p><b>Safe Places To Work</b></p> <p>How can the organisation ensure the safety and wellbeing of its staff in potentially developing harsh environments?</p>
		<p><b>Re-engineering of Costs</b></p> <p>How can the organisation explore the opportunity provided through COVID-19 to improve efficiencies?</p>	<p><b>Excellent Functional Services</b></p> <p>How can the services integrate and improve outcomes, which provide improved value?</p>	<p><b>Brexit Implications</b></p> <p>What could be a new, dynamic operating environment post-Brexit, implications for global commercial opportunities.</p>



# SENIOR LEADER PATHWAYS – CHARACTERISTICS

1

## Strategic Management

1. General management programme for existing managers.
2. Develops skills and behaviours of those with responsibility for major projects, staffing, or organisational strategy.
3. CMI Certificate exit award.
4. Henley Diploma available.
5. 120 credits towards 180 required for MBA .
6. 5 years available to convert to Masters level qualification.

2

## Future Leaders

1. General Management programme for early careers talent.
2. Prepares learners for Management & Leadership roles (people, projects, finance or resources).
3. CMI Certificate exit award.
4. Henley Diploma available.
5. 120 credits towards 180 required for MSc in Management.
6. 2 years available to convert to Masters level qualification.

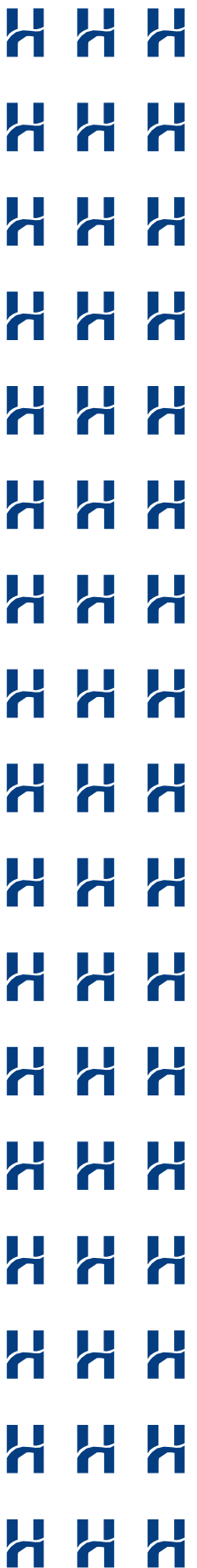
3

## Leadership

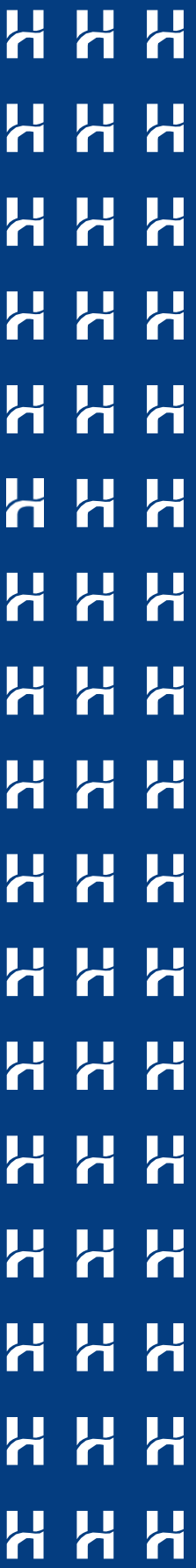
1. Leadership development programme.
2. Culture & engagement programme, developing Managers who have responsibility in motivating groups of people.
3. CMI Certificate exit award.
4. Henley Diploma available.
5. 120 credits towards 180 required for MA in Leadership.
6. 2 years available to convert to Masters level qualification.

## Principles

- Knowledge via online learning, consolidated with Action Learning Sets and work-based projects contextualised with employer.
- All learning will have academic credits.
- Learners can access exit awards and acquire an academic qualification.
- Learners can undertake an additional programme to secure a Masters level exit award.



# DEVELOPING LEADERSHIP BEHAVIOURS



## Learning Styles, Practiced Application and Support

Action Learning encourages independent thinking around leadership styles, enables practiced application of learning and resources, and is facilitated by Learning Coaches.

Work-based Projects require application of learning in the workplace to develop new skills and practise new behaviours

We consider leadership styles from multiple perspectives, enabling students to draw their own conclusions about what constitutes effective leadership. We discuss optimising performance by developing ethical, responsible strategies alongside effective leadership, to create a more resilient organisation, where individuals can also thrive.

The Learning Coach supports the students throughout the 'Leading & Developing People' sprint (and all the other sprints), facilitating their application of learning in the workplace. This helps students to see how they can develop their skills, think differently, and try out new behaviours.

Work-based projects require learners to apply their learning to a 'live' challenge in the organisation, relating to this topic.

Learners practice application of learning through Action Learning Sets. Content on our learning platform contains practice applications and reflection points, to help students embed the learning and relate it to their organisation.



## Learning Outcomes

Application of learning outcomes to develop behaviours relating to positive leadership styles, and creating environments for others to thrive.

### Knowledge

- Organisational/team dynamics
- Building engagement, developing high performance, and creating agile and collaborative cultures
- Approaches to strategic workforce planning including talent management, learning organisations, workforce design, succession planning, diversity and inclusion

### Skills

- Enabling open and high performance working
- Setting goals and accountabilities for teams and individuals
- Leading and influencing people
- Building constructive working relationships across teams, and application of matrix management
- Utilising workforce skills; balancing people and technical skills
- Encouraging continual development

### Behaviours

- Working collaboratively
- Taking personal accountability aligned to clear values
- Being curious and innovative
- Valuing difference and championing diversity
- Seeking continuous professional development opportunities as an individual and for the wider team or organisation

## Leadership Topics

Leading and Developing People focused module, with additional leadership perspectives applied across the programme.

### Ethics and values-based leadership theories and principles

- Individual values
- Organisational values and corporate success
- Values and ethical decision-making
- The importance of leading upwards: Followership

### The Dark Side of Leadership

- Destructive leadership
- Abusive supervision
- Toxic leadership
- The dark triad
- Corporate psychopathy
- Narcissistic leadership

### Different leadership styles, perspectives, and the effectiveness of leadership behaviours

- Leader as an individual (building resilience)
- Team Leadership
- Leadership development

## Personal Development and Reflection

Ongoing Personal Development and reflection; constructive learning techniques and critical thinking.

Personal Development module threaded throughout the programme enables learners to reflect on their self-awareness and present a structured and critical approach to self-development; a crucial exercise to drive new behaviours in the development of their approach to leadership.

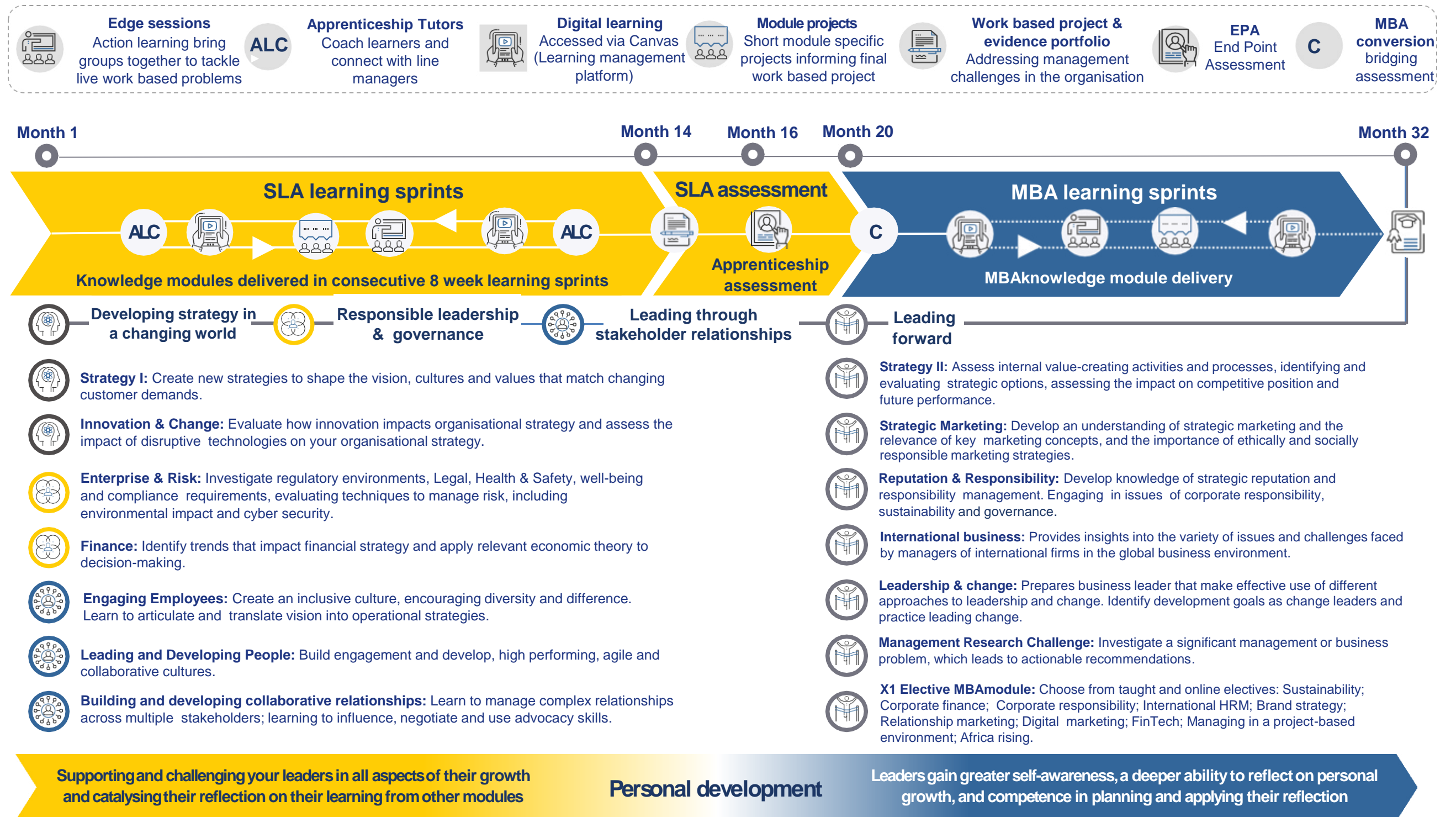
Learners complete a 360 skills gap analysis at the start and end of each programme, providing a tangible reflective exercise.



# Henley Executive Diploma in Advanced Strategic Management and Leadership

## Key Components

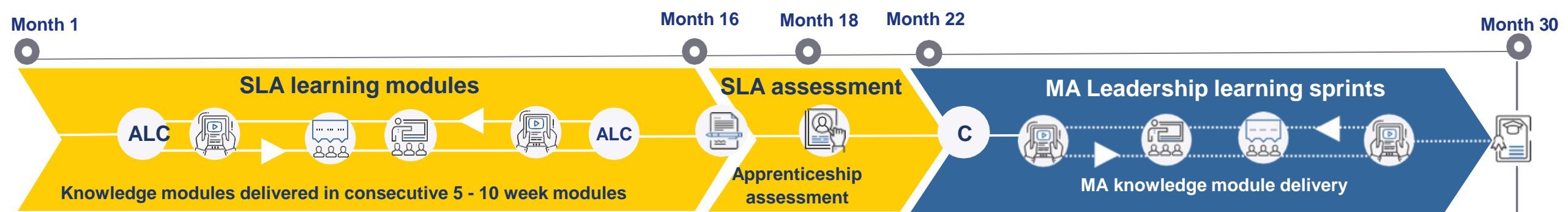
- Blended learning delivery.
- 7 Learning Sprints delivered over 14 months (not including EPA).
- Action Learning Sets drive applied and practised learning.
- Module content derived from Henley MBA programme.
- Apprenticeship Tutors support achievement learning outcomes.
- Learning Coaches connect programme content with organisational context.
- Optional pathway to MBA qualification.



# Henley Diploma in Leadership

## Key Components

- Blended learning delivery.
- 8 Learning Sprints delivered over 16 months (not including EPA).
- Action Learning Sets drive applied and practised learning.
- Module content derived from Henley MA programme.
- Apprenticeship Tutors support achievement learning outcomes.
- Learning Coaches connect programme content with organisational context.
- Optional pathway to MA qualification.



- **Leading & Managing Strategically & Responsibly**
- **Leading & Managing People for High Performance & Impact**
- **Foundations of Leadership:** Introduction to leadership models and frameworks. Develop understanding of key leadership concepts, current thinking in leadership research & practice, and motivating and engaging people.
- **Leading Transformation:** Learn to create ethical and supportive cultures and lead through crisis by developing personal leadership skills such as: communication, team dynamics, coaching and mentoring, action learning, resilience, well-being.
- **Leadership of Complexity & Change:** Exploring context of leadership and complexity of challenges in VUCA world.
- **Strategic Leadership:** Understand how to set strategic direction, vision and purpose; analysing external environment, opportunities and risks, impact of organisational structures and marketing strategies.
- **Inclusive Leadership:** Developing responsible leadership, stakeholder management, neuroscience, diversity and inclusivity, sustainability and PRME.
- **Finance for Leaders:** Develop application of financial strategies, budgets, assets and facilities, financial and legal governance.
- **Leading Programmes & Innovation:** Leadership of portfolio, including programme and project management, risks, agile, digital, knowledge management and innovation.
- **Strategic Business Proposal:** Applying the knowledge based components of each module, develop a business proposal which can be implemented within the organisation.

**This programme will have a pathway from the apprenticeship to the post-Diploma MA in Leadership.**

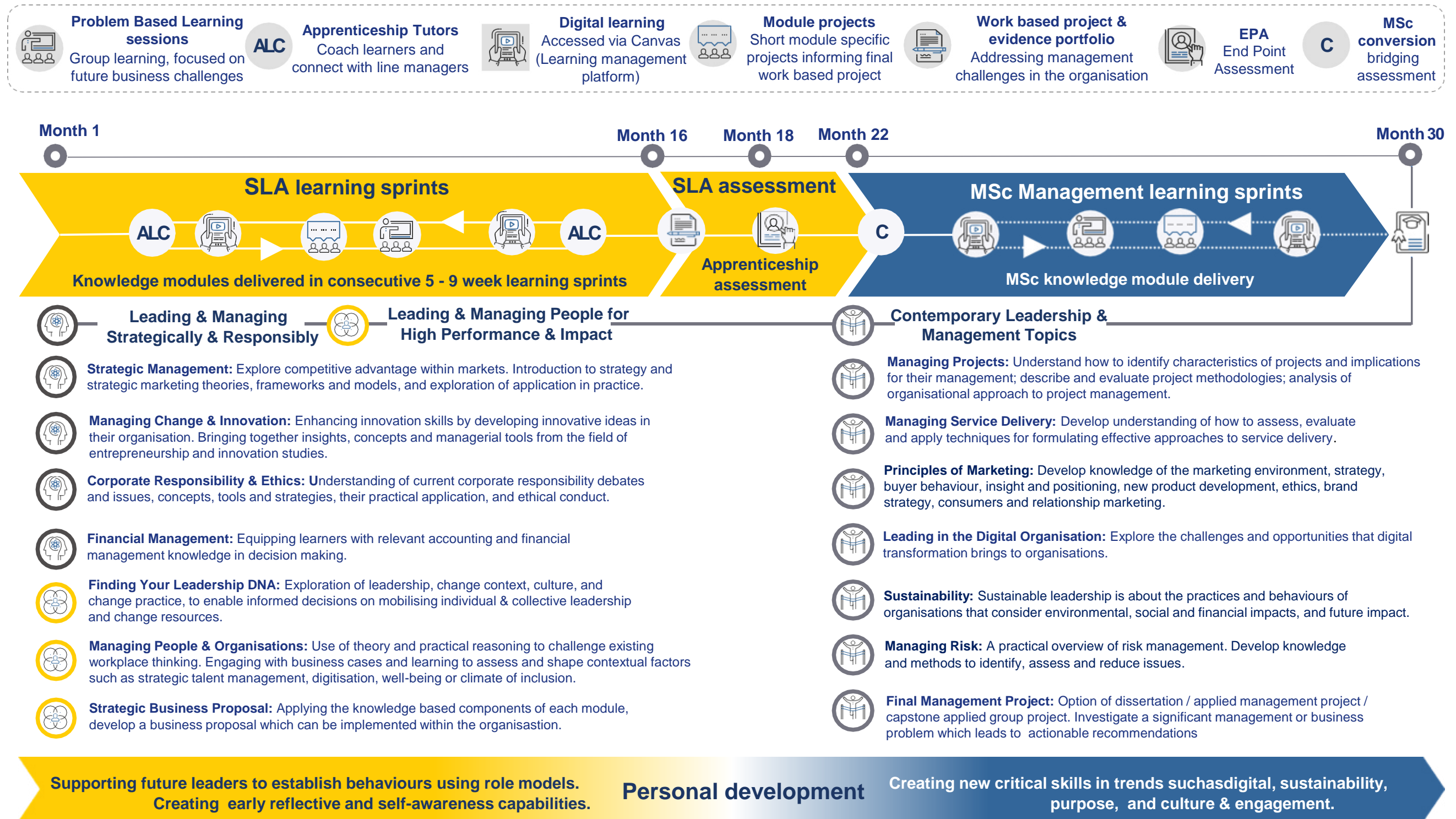
**Modules are in development and due to be approved by the University of Reading over the coming months. Our intention is to have the full programme available by November 2021.**



# Henley Diploma in Management for Future Leaders

## Key Components

- Blended learning delivery.
- 7 Learning Sprints delivered over 16 months (not including EPA).
- Action Learning Sets drive applied and practised learning.
- Module content derived from Henley MSc programme.
- Apprenticeship Tutors support achievement learning outcomes.
- Learning Coaches connect programme content with organisational context.
- Optional pathway to MSc qualification.



# PROGRESS, SUPPORT & TRACKING (pre-programme – 12 weeks)

## Pre - Programme

- Line manager engagement sessions
- Pre - application webinar
- Engagement with employer module sponsors
- Account management support through onboarding
- Contextualised mapping exercises
- Individual Learning Plan (ILP) workshops

## LEARNER JOURNEY (12 weeks)

Orientation	2 weeks	4 weeks	6 weeks	8 weeks	10 weeks	12 weeks
<ul style="list-style-type: none"> <li>• Introduction to apprenticeship, SLA standard, off the job hours</li> <li>• Meet faculty and Apprenticeship Tutors</li> <li>• Engage in Action Learning Groups on work based project</li> <li>• Personal Development workshop</li> <li>• EPA and CMI</li> <li>• Introduction to 1st module</li> <li>• Commence ILP</li> </ul>	<ul style="list-style-type: none"> <li>• Meet with Learning Coaches to identify and develop work based project</li> </ul>	<ul style="list-style-type: none"> <li>• Workshop with faculty to review case studies</li> <li>• Work within Action Learning Sets</li> <li>• Discuss ILP</li> </ul>	<ul style="list-style-type: none"> <li>• Meet with Learning Coaches to finalise work based project</li> </ul>	<ul style="list-style-type: none"> <li>• Submit work based project</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to 2nd module</li> <li>• Work within Action Learning Sets</li> <li>• Discuss ILP</li> </ul>	<ul style="list-style-type: none"> <li>• Meet with Learning Coaches to identify and develop work based project</li> <li>• Individual review with Apprenticeship Tutor:                             <ul style="list-style-type: none"> <li>• Review of progress</li> <li>• 20% OTJ</li> <li>• Apprenticeship outcomes</li> <li>• Challenges and successes</li> </ul> </li> </ul>

## EMPLOYER JOURNEY

### Pre-programme activities

### Formal Account Management Meeting

- Review of learner issues/progress
- Monthly learner progress report analysis

### Formal Account Management Meeting

- Formal Account Management Meetings
- Line Manager engagement in 12 week review.

## ONGOING SUPPORT ELEMENTS

- Support clinics hosted by Apprenticeship Tutors and ad-hoc support
- Learning Coaches support learning through online platform (Canvas) Q+A function and online resources

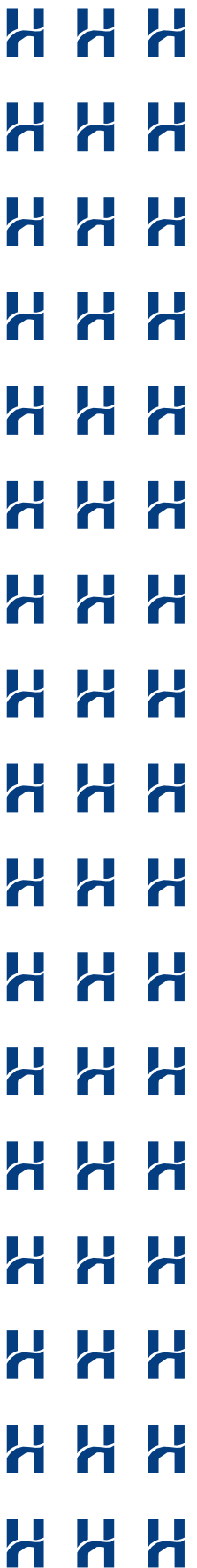
- Ongoing Account Management employer Support
- Individual Learning Plan and Personal Development Plan
- EPA preparation, employer engagement and process support
- Safeguarding, Prevent, British Values



# MONTHLY REPORTS (Example)

Date Start - Plan End - Actual End					Students	Attend >50%	Assign comp	Activity 90 days	Ave Score	Review 90 days	OTJ Progress	Ach Rate & Overall			
<b>Performance at company x</b>					<b>50</b>	<b>91.2%</b>	<b>87.0%</b>	<b>98.0%</b>	<b>67.9</b>	<b>85.7%</b>	<b>116%</b>	-	-	<b>96%</b>	
<b>Digital Technology Solution Specialist</b>					<b>8</b>	<b>96.9%</b>	<b>100%</b>	<b>100%</b>	<b>70.9</b>	<b>62.5%</b>	<b>105.9%</b>	-	-	<b>100%</b>	
<b>MSC DTSS</b>					<b>8</b>	<b>96.9%</b>	<b>100%</b>	<b>100%</b>	<b>70.9</b>	<b>62.5%</b>	<b>105.9%</b>	-	-	<b>100%</b>	
<b>Digital &amp; Technology</b>					<b>Cohort Start: 11/11/20</b>		<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>70.9</b>	<b>62.5%</b>	<b>105.9%</b>	-	<b>22/23</b>	<b>100%</b>
29801704	Student learner	11/11/20	20/08/22	Tutor	Continuing	100%	100%	05/07/21	69.0	13/04/21	223.9%	-	22/23	Green	
29802924	Student learner	11/11/20	20/08/22	Tutor	Continuing	100%	100%	12/07/21	72.8	12/07/21	76.1%	-	22/23	Green	
29801840	Student learner	11/11/20	20/08/22	Tutor	Continuing	100%	100%	22/07/21	65.9	22/07/21	95.8%	-	22/23	Green	
29801708	Student learner	11/11/20	20/08/22	Tutor	Continuing	100%	100%	23/06/21	70.9	29/03/21	69.7%	-	22/23	Green	
29802927	Student learner	11/11/20	20/08/22	Tutor	Continuing	100%	100%	19/06/21	78.1	15/06/21	99.8%	-	22/23	Green	
29803479	Student learner	11/11/20	20/08/22	Tutor	Continuing	100%	100%	21/07/21	76.6	12/04/21	127.0%	-	22/23	Green	
29802289	Student learner	11/11/20	20/08/22	Tutor	Continuing	100%	100%	12/07/21	58.7	12/07/21	22.0%	-	22/23	Green	
29802633	Student learner	11/11/20	20/08/22	Tutor	Continuing	75.0%	100%	20/07/21	74.9	20.07.21	132.7%	-	22/23	Green	

<b>Senior Leader Masters Degree Apprenticeship</b>					<b>42</b>	<b>90.2%</b>	<b>83.5%</b>	<b>97.6%</b>	<b>90.2%</b>	<b>119.4%</b>	-	-	<b>95.2%</b>
SLMDA MA Leadership	Cohort Start Date				7	75.0%	79.2%	100%	66.7%	85.7%	-	-	85.7%
MAL Open 2					7	75.0%	79.2%	100%	66.7%	85.7%	-	-	85.7%



# MONTHLY REPORTS (Example)

## Demographics

### FUTURE LEADERS

A demographic summary of students in this cohort

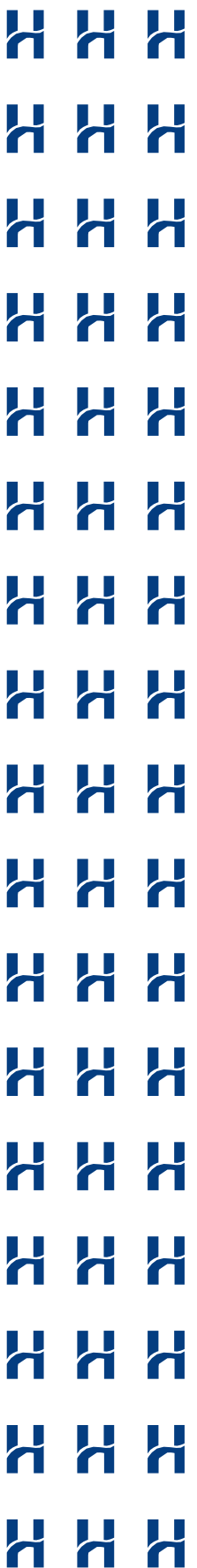
This table includes all students who reached day 42 (inc leavers).



# ACTIVATING LEARNING IN THE WORKPLACE

Apprentices spend 20% of their time engaging in 'off-the-job training', undertaken during paid hours; a mandatory component of an apprenticeship supported by the employer.

Activities directly relating to learner role			20% off the job training activities	Planned activities through Henley Business School	
Attending & chairing meetings	Shadowing colleagues	Providing cover with extra responsibilities		Work-based Reflection	Online study on CANVAS
Supply chain training	Coaching & mentoring	Conferences & employer events		Academic tutorial	Monthly Report
Exposure in other depts	Professional discussion	Performance reviews		Meet with Apprenticeship Tutor	CMI Resources
121s	Stepping up	CPD		E-Portfolio	Attending workshops





**Henley**  
Business School

UNIVERSITY OF READING

# A World of Opportunity

