

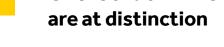
Programmes which inspire confidence

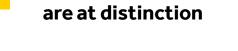
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HENLEY, A GLOBAL BUSINESS SCHOOL

Purpose **Driven** Learning

- 1800 apprentices on 38 learning cohorts
- Top provider on Rate my Apprenticeship
- Over 90% of EPA's









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.





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



Companies can fill ONLY 47% of leadership roles.

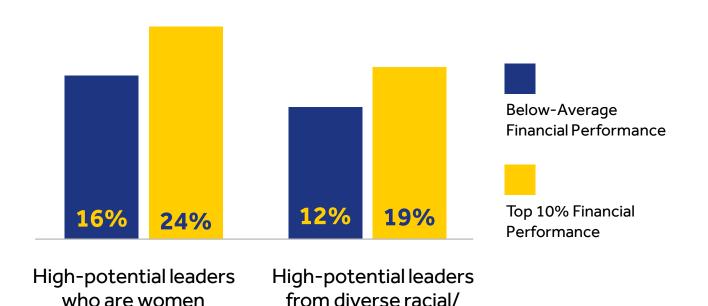
Bench strength drops to a new low

2011	18%	
2014	15%	Percentage of HR saying they have a strong bench to fill
2017	14%	leadership roles
2020	11%	Bench strength reaches an all-time 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.



ethnic backgrounds



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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.



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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.

















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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 leaners' requirements

6. IMPLEMENTATION

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



CONTEXTUALISED TO MEET THE NEEDS OF THE ORGANISATION

COVID-19 (Recovery and Beyond)

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:

- Personnel 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?
- **Operations** How does the organisation address the backlog of work caused by the pandemic? How does it better prepare for the future?
- **Revenue** The pausing of key services has potentially caused financial challenges, how does it recover?
- **Reputation –** Has the pandemic presented reputational issues?
- **Technology-** How does the organisation continue to drive technological innovations to drive procedural change and improve efficiency across the organisation?

Resource Implications

How embedded and evolved is strategic workforce planning and what opportunities exist for improved working practices?

Recruitment & Retention

Attracting and retaining staff is a challenge for the organisation, but how can it innovate and improve?

Diversity & Inclusion

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How can the organisation continue to develop its approach to key objectives in creating an inclusive workplace.

Crisis Management

What has the organisation learned from COVID-19 and how prepared is the service for future events of this nature?

Transformation

How can the organisation use WBP to mobilise parts of a broad strategic agenda, operationalising and driving change to produce impact?

Safe Places To Work

How can the organisation ensure the safety and wellbeing of its staff in potentially developing harsh environments?

Digital Capability

What opportunities are there for increased use of technology across the organisation and what impact could on it.

Community

How does the organisation work with partners to improve support and prospects for service users?

Re-engineering of Costs

How can the organisation explore the opportunity provided through COVID-19 to improve efficiencies?

Excellent Functional Services

How can the services integrate and improve outcomes, which provide improved value?

Brexit Implications

What could be a new, dynamic operating environment post-Brexit, implications for global commercial opportunities.



SENIOR LEADER PATHWAYS - CHARACTERISTICS

1

Strategic Management

- 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.
- 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.
- 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.

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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 decisionmaking
- 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.



Edge sessions

Action learning bring groups together to tackle live work based problems

Apprenticeship Tutors ALC Coach learners and connect with line

managers



Digital learning





Module projects Short module specific projects informing final work based project



Work based project & evidence portfolio Addressing management



End Point





Apprenticeship

assessment



Developing strategy in a changing world

environmental impact and cyber security.

decision-making.



impact of disruptive technologies on your organisational strategy.

Learn to articulate and translate vision into operational strategies

Knowledge modules delivered in consecutive 8 week learning sprints

Strategy I: Create new strategies to shape the vision, cultures and values that match changing

Innovation & Change: Evaluate how innovation impacts organisational strategy and assess the

Enterprise & Risk: Investigate regulatory environments, Legal, Health & Safety, well-being

Finance: Identify trends that impact financial strategy and apply relevant economic theory to

Engaging Employees: Create an inclusive culture, encouraging diversity and difference.

Leading and Developing People: Build engagement and develop, high performing, agile and

Building and developing collaborative relationships: Learn to manage complex relationships

across multiple stakeholders; learning to influence, negotiate and use advocacy skills

and compliance requirements, evaluating techniques to manage risk, including

Responsible leadership & governance



Leading through stakeholder relationships



Leading forward



Strategy II: Assess internal value-creating activities and processes, identifying and evaluating strategic options, assessing the impact on competitive position and future performance.

MBAknowledge module delivery



Strategic Marketing: Develop an understanding of strategic marketing and the relevance of key marketing concepts, and the importance of ethically and socially responsible marketing strategies.



Reputation & Responsibility: Develop knowledge of strategic reputation and responsibility management. Engaging in issues of corporate responsibility, sustainability and governance.



International business: Provides insights into the variety of issues and challenges faced by managers of international firms in the global business environment.



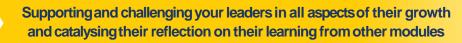
Leadership & change: Prepares business leader that make effective use of different approaches to leadership and change. Identify development goals as change leaders and practice leading change.



Management Research Challenge: Investigate a significant management or business problem, which leads to actionable recommendations



X1 Elective MBAmodule: Choose from taught and online electives: Sustainability: Corporate finance; Corporate responsibility; International HRM; Brand strategy; Relationship marketing; Digital marketing; FinTech; Managing in a project-based environment; Africa rising.



Personal development

Leaders gain greater self-awareness, a deeper ability to reflect on personal growth, and competence in planning and applying their reflection



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.



Action based learning Group based learning to tackle work based

challenges





Digital learning Accessed via Canvas (Learning management



Module projects Short module specific projects informing final work based project



Work based project & evidence portfolio Addressing management challenges in the organisation





conversion bridging assessmen









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.



LeadingTransformation: 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.

Supporting leaders to establish behaviours using role models. Creating early reflective and self-awareness capabilities.

Personal development from the apprenticeship to the post-Diploma MA in Leadership.

This programme will have a pathway

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.

Creating new critical skills in trends, such as coaching, sustainability, purpose, and culture & engagement



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.



Month 1

Problem Based Learning sessions

Group learning, focused on future business challenges



Digital learning Accessed via Canvas (Learning management



Module projects Short module specific projects informing final work based project



Work based project & evidence portfolio



Assessment

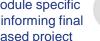


Apprenticeship Tutors Coach learners and connect with line managers

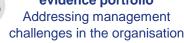


Month 18

SLA assessment



Month 22





conversion assessment

Month 30

SLA learning sprints











Month 16











MSc knowledge module delivery



Leading & Managing Strategically & Responsibly



Leading & Managing People for High Performance & Impact



Strategic Management: Explore competitive advantage within markets. Introduction to strategy and strategic marketing theories, frameworks and models, and exploration of application in practice.



Managing Change & Innovation: Enhancing innovation skills by developing innovative ideas in their organisation. Bringing together insights, concepts and managerial tools from the field of entrepreneurship and innovation studies.



Corporate Responsibility & Ethics: Understanding of current corporate responsibility debates and issues, concepts, tools and strategies, their practical application, and ethical conduct



Financial Management: Equipping learners with relevant accounting and financial management knowledge in decision making.



Finding Your Leadership DNA: Exploration of leadership, change context, culture, and change practice, to enable informed decisions on mobilising individual & collective leadership and change resources.



Managing People & Organisations: Use of theory and practical reasoning to challenge existing workplace thinking. Engaging with business cases and learning to assess and shape contextual factors such as strategic talent management, digitisation, well-being or climate of inclusion.



Strategic Business Proposal: Applying the knowledge based components of each module, develop a business proposal which can be implemented within the organisastion.



Contemporary Leadership & Management Topics



Managing Projects: Understand how to identify characteristics of projects and implications for their management; describe and evaluate project methodologies; analysis of organisational approach to project management.



Managing Service Delivery: Develop understanding of how to assess, evaluate and apply techniques for formulating effective approaches to service delivery.



Principles of Marketing: Develop knowledge of the marketing environment, strategy, buyer behaviour, insight and positioning, new product development, ethics, brand strategy, consumers and relationship marketing.



Leading in the Digital Organisation: Explore the challenges and opportunities that digital transformation brings to organisations.



Sustainability: Sustainable leadership is about the practices and behaviours of organisations that consider environmental, social and financial impacts, and future impact.



Managing Risk: A practical overview of risk management. Develop knowledge and methods to identify, assess and reduce issues.



Final Management Project: Option of dissertation / applied management project / capstone applied group project. Investigate a significant management or business problem which leads to actionable recommendations

Supporting future leaders to establish behaviours using role models. Creating early reflective and self-awareness capabilities.

Personal development

Creating new critical skills in trends suchasdigital, sustainability, purpose, and culture & engagement.



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

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LEARNER JOURNEY (12 weeks)

Orientation	2 weeks	4 weeks	6 weeks	8 weeks	10 weeks	12 weeks
 Introduction to apprenticeship, SLA standard, off the job hours Meet faculty and Apprenticeship Tutors Engage in Action Learning Groups on work based project Personal Development workshop EPA and CMI Introduction to 1st module Commence ILP 	Meet with Learning Coaches to identify and develop work based project	 Workshop with faculty to review case studies Work within Action Learning Sets Discuss ILP 	Meet with Learning Coaches to finalise work based project	Submit work based project	 Introduction to 2nd module Work within Action Learning Sets Discuss ILP 	Meet with Learning Coaches to identify and develop work based project Individual review with Apprenticeship Tutor: Review of progress 20% OTJ Apprenticeship outcomes Challenges and successes

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** H H H

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• 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

MONTHLY REPORTS (Example)

Date Start - Plan End - Actual End			Students	Attend >50%	Assign comp	Activity 90 days	Ave Score	Review 90 days	OTJ Progress			Rate verall		
Performance	e at company x				50	91.2%	87.0%	98.0%	67.9	85.7%	116%	-	-	96%
Digital Tech	nology Solution S	pecialist			8	96.9%	100%	100%	70.9	62.5%	105.9%	-		100%
MSC DTSS			8	96.9%	100%	100%	70.9	62.5%	105.9%	-	-	100%		
Digital & Te	chnology		Co	hort Sta	art: 11/11/20	100%	100%	100%	70.9	62.5%	105.9%	-	22/23	100%
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

Senior Leader Masters Degree Apprenticeship	42	90.2%	83.5%	97.6%	90.2%	119.4%	1	1	95.2%
SLMDA MA Leadership Cohort Start Date	7	75.0%	79.2%	100%	66.7%	85.7%	ı	ı	85.7%
MAL Open 2	7	75.0%	79.2%	100%	66.7%	85.7%	-	-	85.7%



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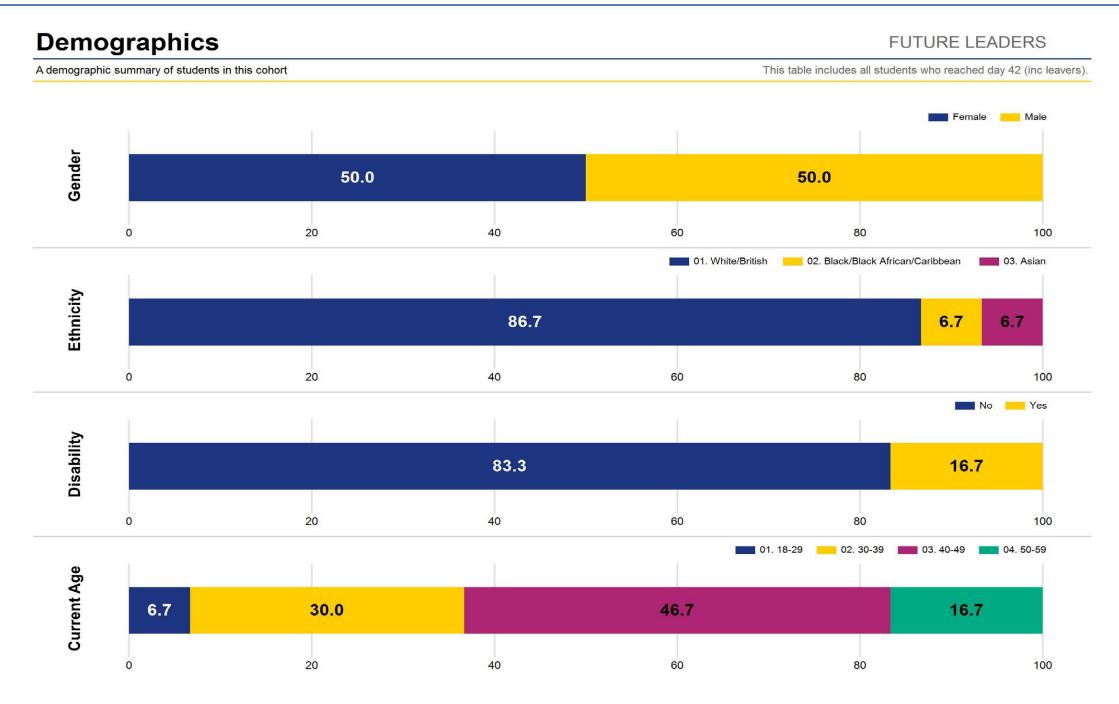
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MONTHLY REPORTS (Example)





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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									
Attending & chairing meetings	Shadowing colleagues	Providing cover with extra responsibilities							
Supply chain training	Coaching & mentoring	Conferences & employer events							
Exposure in other depts	Professional discussion	Performance reviews							
121s	Stepping up	CPD							

20% off the job training activities

Planned activities through Henley Business School						
Work-based Reflection	Online study on CANVAS					
Academic tutorial	Monthly Report					
Meet with Apprenticeship Tutor	CMI Resources					
E-Portfolio	Attending workshops					



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A World of Opportunity

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