



LEARNING TO LEAD.

The Digital Potential.

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December 2015

ACKNOWLEDGEMENTS

This research was carried out by Professor William Scott-Jackson, Scott Owens, Dr Marta Saldana, Lorraine Charles, Scott Druck and Michael Green at Oxford Strategic Consulting and Patrick Woodman, Lysbeth Plas and Petra Wilton at the Chartered Management Institute.

We would like to thank the 1,184 CMI members who took part in the comprehensive survey and, in particular, the employers who provided such valuable insights during the interview process:

- **Nick Shackleton-Jones**
Director of Learning, Innovation and Technology, BP
- **Rob Field**
Head of Learning and Development, Colt
- **Rafe Ball**
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- **Stuart Ryan**
Global eLearning Specialist, Hilti
- **Helen Bevan**
Head of Learning and Development, NHS
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Corporate Learning and Development Manager, NHS England
- **Sarah Lindsay**
Director of Global and UK Learning Technology, PwC
- **Sharoq Ibrahim A Y Al Malki**
EGM & Chief Human Capital Officer, The Commercial Bank, Qatar

The case studies featured in this report bring it to life and offer a best practice approach to innovative and effective ways of learning and developing management and leadership development.

We also want to thank everyone who gave us their time and their insights during many invaluable interviews that served as background for this study:

- **Camille Mirshokrai**
Managing Director of Global Leadership Development, Accenture
- **Gavin Walford-Wright**
Head of Talent Acquisition, Du
- **Robert Macintosh**
Head of School, Management and Languages, Heriot-Watt University
- **Steve Rayson**
Founder and Managing Director, Kineo
- **Mark Story**
Head of Organisational Development, MetOffice
- **Dr Brian Jacobs**
Lead Editor, MindED
- **John Anderson**
General Manager, Occupational Training Institute
- **Oliver Johnston**
Director of Leadership Consulting and Development, Penna
- **Sarah Whitmore**
Learning and Development Lead, Rolls Royce
- **Julian Stodd**
Founder, Sea Salt Learning
- **Elaine Gold**
Director of Organisational Development, Silatech Qatar
- **Prof Anne Trefethen**
Chief Information Officer, The University of Oxford
- **Tim Newham**
Director, Think Associates
- **Lori Holden**
Academy and Training Manager, TOTARA
- **Laura Overton**
Managing Director, Towards Maturity

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FOREWORD



Ann Francke MBA CMgr CCMi FIC
Chief Executive, CMI



If we want better managed and led organisations then we need accredited digital training that doesn't make managers switch off.

Our leisure and working lives have been revolutionised by digital technology. The rise of social media in the last decade has transformed our expectations about how we do business, how we communicate, how we connect and share.

The potential to change how we learn to lead is every bit as big. But has that potential yet been realised?

No, it hasn't. Not according to many of the managers surveyed here, at any rate. This report offers insights on why – and the changes needed.

The findings show that many employers need to rethink how they go about helping their managers learn new skills. Just dumping textbooks onto smartphones is a dumb way to upskill managers. Managers want personalised bite-size content, to share knowledge and learn from connected peer networks, to ask questions and get feedback in real time.

That's now part of how we work and live but managers don't see this being provided when they learn.

The result? Younger managers – those most savvy about the digital world – are the group least attracted to digital learning. What's more, managers see that cost is the biggest driver for their organisation, at the expense of quality. They expect better.

The report offers insights from employers that are getting this right, and a raft of recommendations to support employers – and learning and development specialists in particular. Because if we want better managed and led organisations then we need accredited digital training that doesn't make managers switch off.

Digital learning offers managers unprecedented control over their development. The future will be more personalised, more socially connected and more practical. The challenge is making that a reality.

A handwritten signature in black ink, appearing to read 'A P Zander', written in a cursive style.

December 2015

EXECUTIVE SUMMARY

Current use of digital in management development

- Digital has become ubiquitous in management and leadership development, with 97% of managers spending at least one day a year on digital learning. On average, managers spend eight days per year using digital learning.
- Usage is moving towards a model of 'grazing', with managers learning in short bursts: 66% of managers say their digital learning sessions normally last less than an hour.
- 65% of managers say they learn at home in their own time, compared to 54% who learn in the workplace in working hours. While managers regard having control over the time, pace and location of their learning as key benefits, this raises the question of whether learning is being squeezed out of the workplace.
- Digital learning is not keeping up with the expectations of younger managers. The under-35s are the age group least likely to embrace digital when learning to lead: only 11% prefer digital over face-to-face learning, compared to 17% of older managers. The lack of social connectivity is a key factor.
- There are differences between the sexes when it comes to their attitudes to digital learning. Male managers are more likely to agree that digital is the best way to develop managers – 29% agree, compared to 17% of women. Men are also more likely to think that employers will rely more on digital in the future.

Challenges and barriers

- 80% of managers say that their organisation is failing to use digital to improve the quality of management development. 37% say development is poorly aligned with their organisation's objectives, fundamental to realising value from learning and development.
- Instead, employers are largely focused on cost, at the expense of maximising the potential of digital. Reducing costs is the number one reason for organisations to invest in digital learning, identified by 69% of managers.
- Only 20% of managers said that digital learning in their organisation is accredited. This represents a missed opportunity to recognise progression in managers' learning and validate their skills. Other research has shown the benefits of such external recognition in terms of managers' confidence to deliver.

Fulfilling the digital potential

- 73% of managers want to see digital learning become more personal by using adaptive learning technologies – that is, where content is personalised and adapted according to personal learning style and progression.
- Managers also want digital learning to keep pace with the world of social media – especially the younger generation. 60% of younger managers want to see better networks become part of their learning, reflecting the fact that only 15% of managers see networks as a current benefit of digital development.

- There is also significant demand for digital learning to be more practical in its focus. 55% of managers want it to support 'doing' rather than learning, for example through apps that can help them to run a meeting or manage time.

Routes to improvement

- The L&D function has to move from controlling to enabling. Instead of controlling the acquisition of learning and providing standardised content, the organisation has to guide individuals on how to build key capabilities, facilitate self-directed learning and provide curated, credible knowledge sources to meet the fast-changing needs of the next generation of managers and leaders.
- Digital learning needs to respond to the demands and expectations of those using it, with greater personalisation, support for learning networks, being personalised and focusing on the practical.
- Digital learning gives individual managers the chance to take greater control of their learning than ever before. They should seize the opportunity to keep skills up to date, support them in the day to day business of managing and to fulfil their potential.

1. INTRODUCTION

Objectives

Many claims have been made for the benefits of digital learning in enabling more effective ways of acquiring the knowledge, skills and attitudes required to learn to lead and manage successfully (e.g. McBain et al 2012, Overton & Dixon 2014). However, at the time these reports were written the potential for integrating digital ways of learning into a blended learning programme was not being realised.

The purpose of this report is to understand the strides that have since been made and to help individual managers, leaders and organisations to fully realise the advantages of digital learning. It is also meant to enable new, more effective, flexible and faster ways to learn to lead under conditions of continuous change.

Methodology

The empirical research for this report was conducted by researchers from Oxford Strategic Consulting in partnership with CMI. A total of 1,184 individual CMI members across private, public and not-for-profit sectors completed an online survey in June 2015. The survey included questions on managers' preferences and experience and practice of management and leadership development (MLD) within organisations as well as the current and future uses of digital technology, including e-learning, within MLD.

The researchers also carried out a comprehensive review of the latest research and practice in MLD and the technological advances which can support it.

Finally, the report incorporates data taken from a series of semi-structured interviews with Learning & Development and HR professionals at 20 companies with reputations for the use of digital technology for management and leadership development. Drawing on the experiences of organisations and individual leaders working in a wide range of industries in the private and public sectors, these interviews provide insights into the role digital learning plays in MLD. They also gauged opinions on the future of digital learning; its benefits as well as its drawbacks.



A total of 1,184 individual CMI members across private, public and not-for-profit sectors completed an online survey in June 2015.

2. TRENDS IN LEARNING TO LEAD

The potential of digital to transform learning is supported by extensive research, which has increased our understanding of how people learn effectively. We carried out a comprehensive review of global research and practice, and identified several key trends in learning to lead. They are summarised below and also reflected in the views of our invited experts elsewhere in the report.

70:20:10 – Informal and experiential

The now widely accepted 70:20:10 model (Lombardo & Eichinger 1996) suggests that 70% of effective learning is informal and takes place in the workplace through challenging experiences and working with exemplars. 20% of learning is through social interaction and observing others. Only 10% is done via formal courses. Digital technology has great potential to support informal experiential learning and socialisation (Scott-Jackson et al 2008). However, it is currently being used mainly to deliver e-learning which essentially replicates traditional learning remotely and at lower cost.

Opening up learning

Learning materials are increasingly becoming more widely accessible, as evidenced by learning models such as MOOCs – massive open online courses. MOOCs allow unlimited participation and open access via the internet, and allow learners to use a vast array of different and often free learning materials.

Knowing as finding

The increasing availability of fast-changing knowledge online is allowing individuals to acquire and use knowledge as needed, rather than learn and retain required knowledge themselves. Expertise will be increasingly based on the ability to search, simplify and apply knowledge from a huge and growing mass of relatively unstructured information. Structured resources that provide curated, high quality content are one way of helping learners sift the vast amount of information on offer more effectively.

Instant skills

For basic tasks, skills can be acquired as needed using online sources. Guidance for more complex skills is also available through online videos, slide sharing sites and expert blogs. Certain functions of first line management and leadership can be acquired at point of need, such as ‘creating a project plan’.

Blog, tweet, speak, learn

Social media enables learning through all sorts of interactions including specialist forums, Twitter and blogs. Online communications, especially within ‘trusted’ groups such as LinkedIn, allow individuals to engage in dialogue with more and more people, including experts who might previously have been completely inaccessible.

Don't tell me what to learn – or when to learn it

Many individual leaders and managers like taking responsibility for their own development and will independently search out the means to achieve their own learning goals. However, in order for this to happen, managers need access to trusted, curated content.

Let technology do the work

Tasks are increasingly prompted, assisted or carried out by technology. In a management context this ranges from 360° feedback via apps to automated project management tools. Using this type of digital prompt can stimulate managers and leaders to learn in different ways.

Nibbling, grazing and gourmet dinners

Lifestyle changes and the increasing need for agility in leadership and management means that knowledge will increasingly be acquired in small, intense chunks of attention directed by current need or interest (Overton & Dixon 2014). People will ‘graze’ for information on specific tasks, rather than spending a ‘gourmet’ week of learning on one topic.

A recent study (Oxford Strategic Consulting 2015) found that many first line leaders do not have the time or opportunity to ‘study’ management or leadership and only spend around 20% of their time on leadership activities. Including these digital ‘bursts’ of learning are a way to blend the ‘quick wins’ with the more intense face-to-face training that is most commonly used for acquiring the softer leadership skills.

3. KEY FINDINGS

3.1. THE BIGGER PICTURE

To understand what organisations are currently doing in terms of management and leadership development, we start by taking a look at the bigger picture. How aligned is MLD with the organisation's strategy? Do organisations measure its effectiveness? And is digital learning actually part of the MLD that organisations offer as part of their training?

Overall, only 59% of managers feel MLD is fairly or very closely aligned to their organisation's business strategy. This means that the learning of 41% of them could be irrelevant to their organisation's goals and objectives – and therefore a potential waste of time and resources.

It's worth noting that 47% of those at Director level or above thought MLD was very closely aligned to their organisation's strategy compared to only 23% of their more junior colleagues. The fact that Directors have a much more positive view of how MLD influences the business strategy than the troops on the ground, who are arguably using MLD the most, shows there is a disconnect between perception and reality.

Taking a closer look at organisations of different sizes and across sectors, those working in small organisations and the private sector are most likely to feel that MLD is in sync with their organisation's strategy: 71%, compared to only 56% of those working in large public sector organisations. Equally, managers

in growing organisations are more likely to report alignment of MLD with business strategy than those in declining organisations (67% vs. 42%), suggesting either that growing organisations see MLD as strategically important or simply that they have the time and the resources to invest in MLD.

Strategic alignment

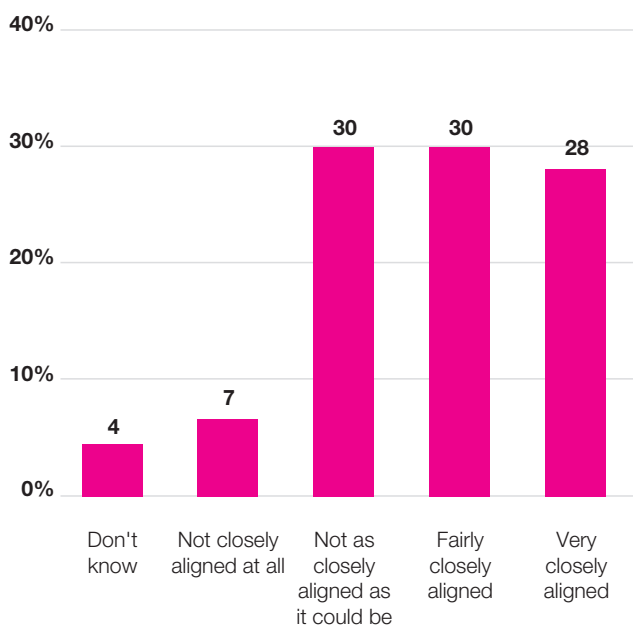


Figure 1: How closely is management development aligned to the organisation's business strategy?

Measuring MLD effectiveness

As with any other investment, it is important to assess the effectiveness of MLD initiatives at both the individual and organisational level. But when it comes to one of the most common methods of measuring MLD, assessment of performance appraisals, still only 49% of managers say their organisation does this.

However, compared to organisations where e-learning is rare, those whose employees often use e-learning were significantly more likely to keep track of the success of their MLD using various methods.

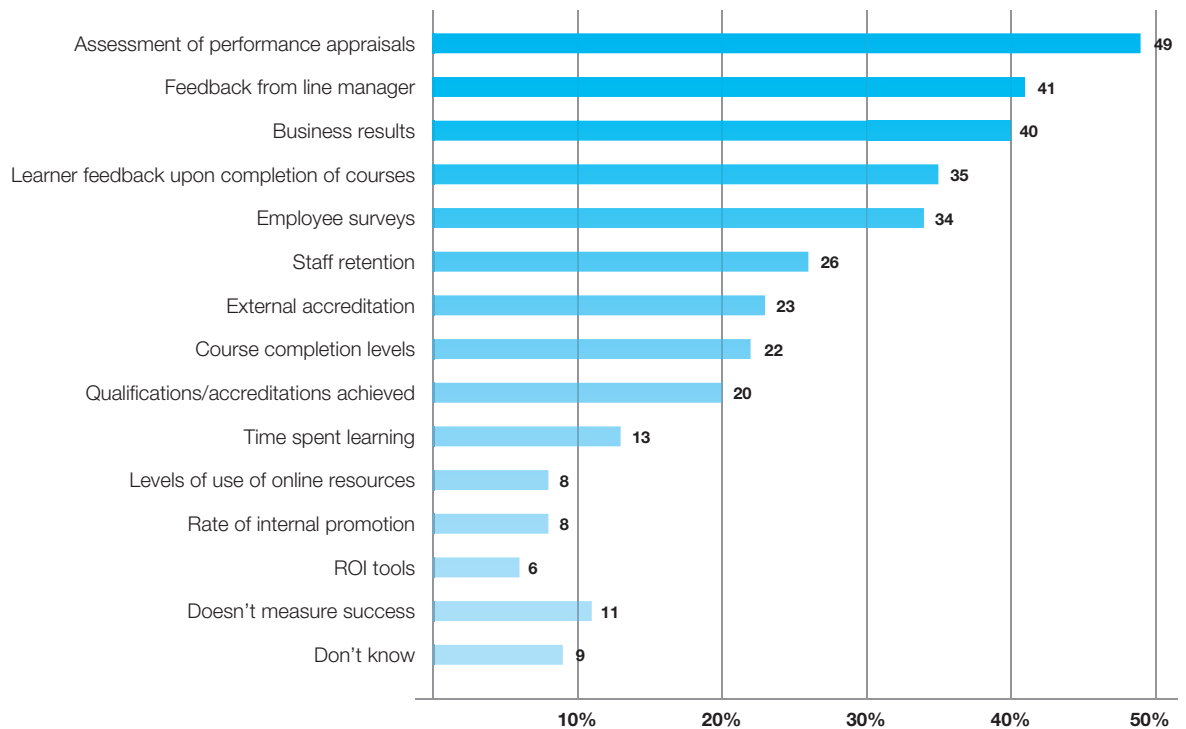


Figure 2: How does your organisation measure the success of management and leadership development?

Access to digital learning resources

Only 68% of organisations actually provide their managers with access to digital learning resources for self-directed learning – and even fewer (53%) to support formal learning programmes.

This finding links to the question of who drives learning. Only 10% say it's solely initiated by their employer, while almost half of managers (48%) take the initiative to use digital learning themselves. The remaining managers agree that it's a combination of their employer and their own initiative. While there are huge benefits in developing a culture of self-initiated learning, the results suggest a lack of active drive and coordination from employers to encourage use of what's available. For some managers, that structure will be essential.

Does your organisation provide access to digital learning resources for management and leadership development...?

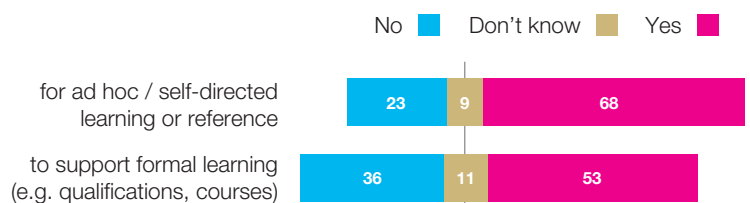


Figure 3: Provision of digital learning resources

3.2. THE DIGITAL EXPERIENCE

Our research shows that 97% of managers spent at least one day on e-learning over the last 12 months. We look at what they like about digital learning, their digital experience to date, the social side of things and how and where managers prefer to learn.

Learning on demand

By nature, digital learning has the potential to facilitate learning at any time or place and to allow a great deal of choice in content and subject areas. But what benefits have managers actually experienced?

Time, pace and location are the biggest benefits of digital learning methods as far as managers are concerned. They clearly like the control they have over their own learning, being able to access it whenever they want, wherever they are – very much in line with the increasing connectivity that characterises modern life.

to the current digital alternatives (55% compared to 44% of senior people) – largely because digital learning offerings are not meeting their expectations, compared to their personal experiences of digital technology.

Perhaps surprisingly, older and more senior managers are most likely to prefer digital learning (17% vs. 11%), especially those in growing organisations (18% vs. 9%). Younger managers preferred classroom learning

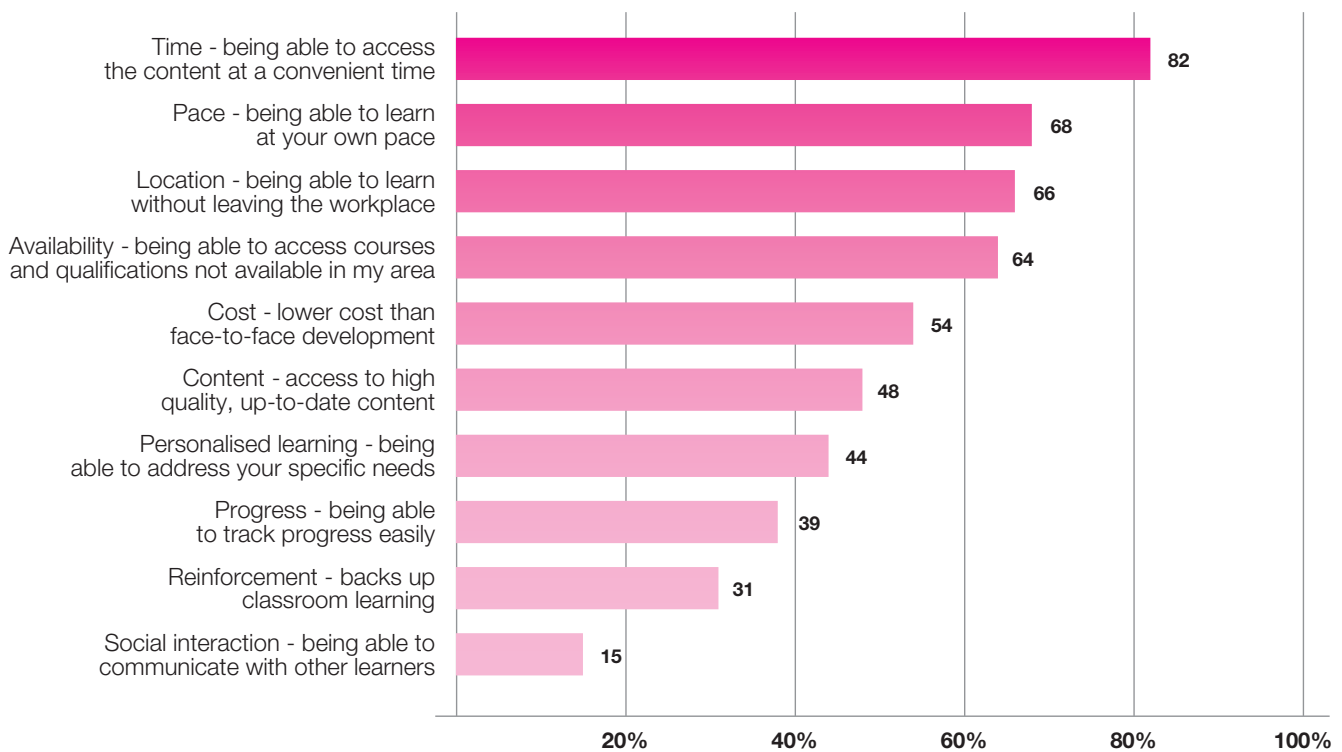
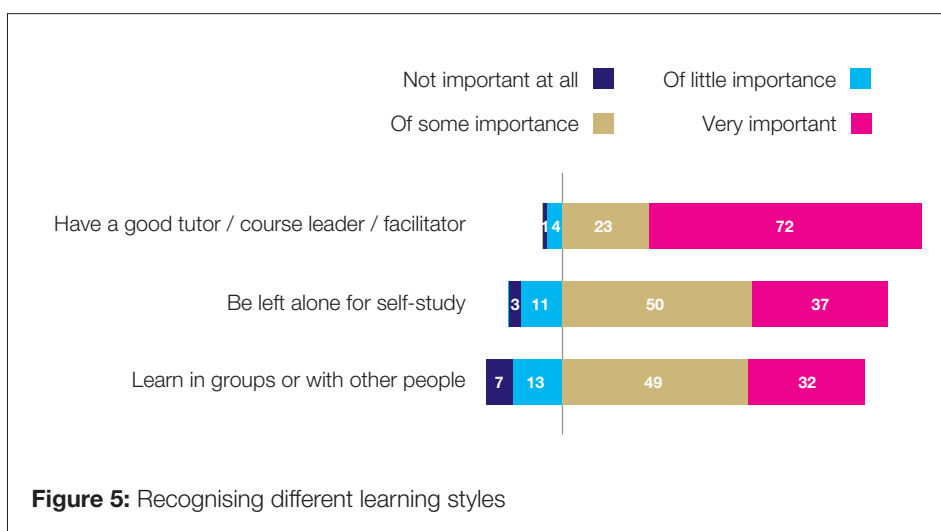


Figure 4: The main benefits of digital learning according to managers and leaders

The social side of things

As Figure 4 shows, managers do not see social interaction as one of the benefits of digital learning. But many (81%) say that learning in groups or with other people is important to them, as illustrated by Figure 5, which shows that almost all managers stress the importance of having a good tutor, course leader or facilitator. They also like to be left alone for self-study (87%) and learn in groups or with other people (81%). Of course, these learning styles aren't mutually exclusive.

The findings put emphasis on the many different learning styles that inevitably exist within an organisation. If the organisation wants to get the best out of its people, it will need to offer something for everyone. The results also point to the fact that organisations have not yet capitalised on the inherent social nature of many new technology platforms: only 15% say that digital resources are good for social interaction. Social media could facilitate learner interaction and be an integrated part of the learning process, but this isn't currently being used to its full potential.



While there are some very strong 'individual' benefits of digital learning, such as being able to access resources at home after work, this doesn't necessarily mean that managers don't see the benefits of the social, real-life interaction that comes with learning with others.

Rather than being a facilitator in a world of 'independent learners', where managers take care of their development on their own, an organisation should have blended support structures in place that aid managers' development and support their learning – whatever form that learning may take.

CASE STUDY



DIGITAL SUPPORTING SELF-DIRECTED, INFORMAL, SOCIAL LEARNING

Helen Bevan, Chief Transformation Officer (L)

Paul Hughes, Corporate Learning and Development Manager, NHS England

NHS
Improving Quality

The development approach of the National Health Service (NHS) is increasingly informal and self-directed – and digital learning tools and methods are at its core. In 2014, the NHS launched the School for Health and Care Radicals, which is a free virtual learning programme to build leaders' capabilities for change at all levels of the NHS. The school offers relational digital learning via a social learning environment, which is free, open to anyone and accessible world-wide through an online platform where students can interact virtually.

The NHS Institute bases its training on the findings that behavioural training, especially for leaders and members of high pressure teams, is best carried out through social learning processes. Although they have only been using digital learning for MLD during the last couple of years, it is undoubtedly

innovative in its focus on the human dimension of leadership and the use of social networks.

Helen Bevan, Chief Transformation Officer at the NHS Institute for Innovation and Improvement, explains that the main idea is to help leaders acquire "the skills, relationships and confidence to be able to lead change". She also says that "digital makes a big difference, because it allows global connectivity."

The training approach connects skills acquisition with a focus on the behavioural aspects of great leadership, and treats learners as autonomous facilitators of their own learning. It is having a very positive impact on the organisation, as leaders are becoming more confident and empowered to engage staff actively and to lead transformational change more effectively.

Usage and usefulness

So amid the plethora of digital resources, which ones do managers rate as helpful to their development?

The types of e-learning that have been around for a while and are able to replicate traditional learning methods with minimal effort (e.g. case studies, e-learning modules) are the most widely used and also seen as the most useful (see Figure 6). For example, 75% of managers have used e-learning modules; 74% found them useful. On the other end of the spectrum are

the more recent learning methods (e.g. games, apps) that demand the learning material to be presented in a completely different way – requiring more time and effort on the part of the learning provider. For example, only 13% of managers have used games to develop their management and leadership skills, 41% of whom found them useful. Looking closer at managers' profiles, there is a clear different between age groups in regard to the use of social networks and online assessments. Those under 35 were most likely to

have used them for their MLD in the last 12 months, which fits with the younger generation generally being more likely to be social media savvy.

This usage/usefulness trend suggests that organisations haven't fully grasped the potential of the newer types of e-learning, let alone integrated them in their MLD programme – and managers at those that have do not rate these resources as being particularly useful, which could suggest a mismatch between the medium and the material.

The usage/usefulness trend

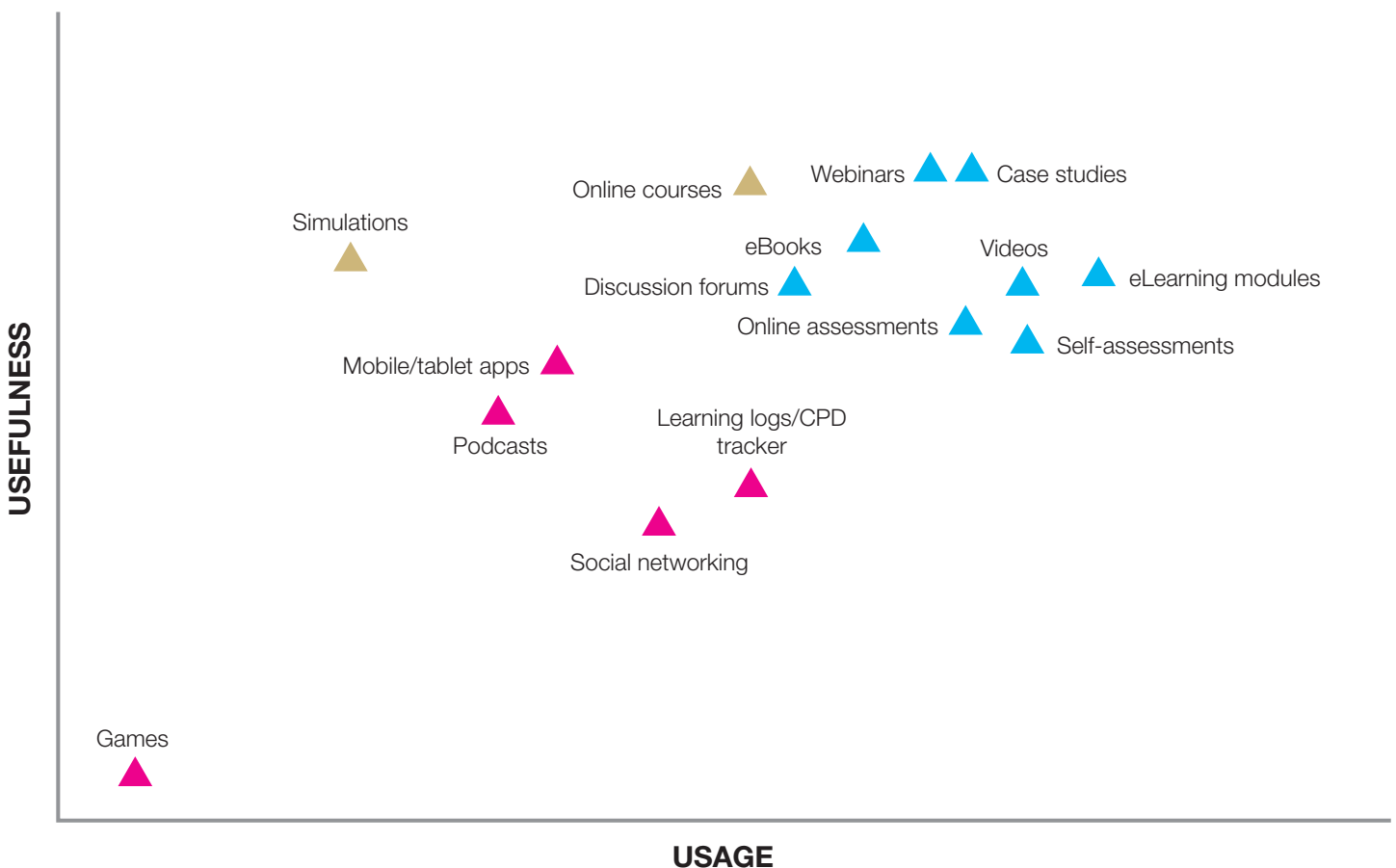


Figure 6: Usage and usefulness of digital learning resources



LEADERSHIP IS CHANGING – AND SO ARE OUR APPROACHES TO SUPPORT LEADERS

By Nick Shackleton-Jones, Director, Learning Innovation & Technology, BP plc

Changes in leadership

Tall, hierarchical organisations are melting and being replaced by flatter, more fluid organisations. Leadership is becoming increasingly volatile, with leaders shifting from one project to the next and in and out of leadership roles (rather than climbing a leadership ladder). Directing will give way to facilitating and developing – with success determined by the leader's ability to engage individuals and co-ordinate activity. Leaders need to be more inclusive, both culturally and in terms of their ability to adapt to individual variation.

Measurement and Automation

Technology will allow measurement, and to some extent automation, of learning to improve the quality of leadership – and to make data-driven decisions. These metrics will reveal much of what we previously believed about good leadership to be misleading. The tone of leadership will shift from predominantly 'parent-child' to 'adult-adult' interactions. Much of the transactional side of leadership will be automated, reducing the learning curve for new leaders, as well as shrinking the learning burden for existing leaders and reducing the barriers

to developing management capability in organisations. Leaders will be able to focus on those things which impact productivity, such as coaching, engagement, vision and sense of purpose.

Leadership of contingent followers

Finally, leadership roles will diversify. With a core skillset of connectivity, co-ordination and engagement, leaders will play a key role in the attraction and retention of an increasingly contingent workforce, building followers rather than teams.

CASE STUDY



AN END TO 'CONTENT DUMPING'

Nick Shackleton-Jones, Director, Learning Innovation & Technology, BP plc

BP, one of the early adopters of technology for the purpose of professional development, employs a blended learning approach for MLD. While they recognise that the use of online platforms has become mainstream and is favoured by many learners, face-to-face environments remain important. There are some intangibles, such as dealing with difficult conversations, which are difficult to recreate online.

BP recognises the differences between learning at university or school and the work environment, where typically the process of learning shifts to team-working, finding specific information fast and analysing it to reduce and communicate complexity. Essentially, according to Shackleton-Jones, even if face-to-face is not a superior learning method, it is good experience and people will continue to thirst for positive, shared experiences.

Learning needs to be transformed to become more challenged-based. In other words, learning systems should be structured around real world contexts and challenges constructed throughout the learning process. Many traditional learning models employ "content dumping", which Shackleton-Jones contends is a flawed model of learning that rarely has good outcomes. 'Real world' learning programs, using tasks that closely resemble business challenges, will create a more challenging learning environment and may provide better results.

There is a need to make the learning environment more closely resemble the working environment to point out the transferability of skills. Essentially, learners need to understand why they are learning. It should happen at the point of need, instead of just for the sake of knowing.

BP replace days of learning where managers are taught lots of theory with short practical guidance. "We are trying to equip people with an app, which tells them in detail what they need to do at all times. It improves people's performance much more than being in a classroom for two weeks would. Even though this is very unsettling, it reflects how learning has been rationalised over the past two decades. It is edifying that we get together and talk about what kind of leader we want to be and our vision but actually it's the small everyday things that will have the most impact".

BP utilises blended learning, including an enormous amount of high quality online resources to support leaders. This is combined with a number of days in the classroom as well as coaching, often using virtual conferencing technology. BP also provides social systems, including The Hub (BP's equivalent of YouTube), providing video and integrated social media.

They have found that people's behaviour can be changed significantly after watching a powerful and emotive story-telling video. Other technologies include apps and games, including the use of micro-level challenges and rewards. An example is 'Discover BP', an online induction programme that includes a virtual fly-through of BP as a company, a SIM type game and numerous checklists and resources as well as a social network.

BP have shifted from 'courses to resources', and moved away from just using technology to deliver courses towards the resources that will actually help people to perform. They are constantly monitoring new developments (such as VR technology) to see whether they could help people perform and learn.

Nick suggests that ideally, we should build systems that can cope with a very wide range of qualities and capabilities, which would make it as easy for someone with quite poor capabilities to do just as well as someone whose skills and knowledge are already more advanced. "We should build support systems that would enable anyone to do a good job of managing and leading, and look at ways in which we can get the best from people.

"I like the idea of a world in which people can move more seamlessly from one role to another because we have levelled the barriers for people to enter into that role".

Learning in small bites

Short bursts of clear instruction at the point of need seem to be the preferred format for e-learning, as Figure 7 shows. Two-thirds of managers (66%) stated that their digital learning sessions normally lasted less than one hour. Only 9% reported that their digital learning sessions lasted three hours or more.

This echoes the findings of our literature review, which found that nibbling and grazing for information is the current trend, as opposed to long, gourmet dinner-sized learning sessions.

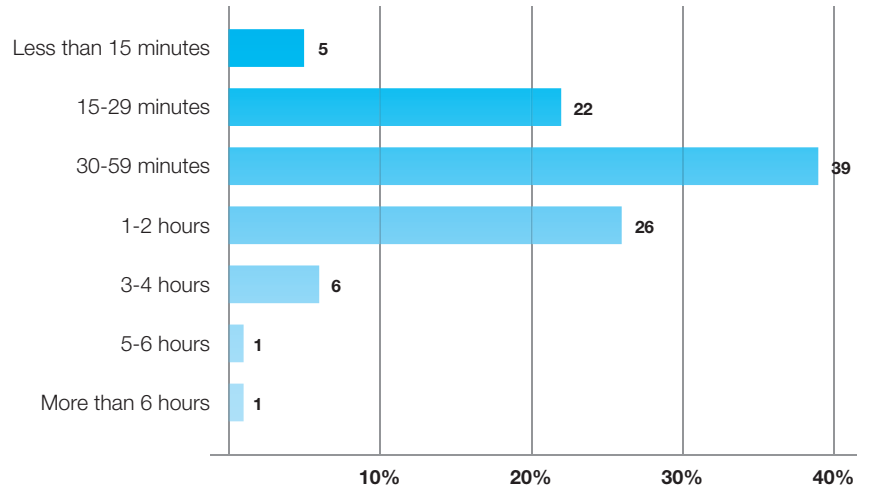


Figure 7: Average length of time spent on e-learning sessions

At home or at work

Managers mostly access digital learning in their own time, as Figure 8 shows.

Senior managers of Director level and above are most likely to access digital learning at home out of working hours (71%), when working from home (56%) or whilst travelling/commuting (25%). This compares to 70%, 21% and 14% respectively for junior managers.

Equally, senior managers are the least likely to access digital learning during work hours (45%) or during breaks (32%) – compared to 52% and 43% for more junior managers.

This suggests that senior managers do not feel they need to spend a lot of time on learning, or that their working patterns do not allow the focused time to learn, even in short bites, whilst at work.

The findings emphasise the control over learning that digital offers, but even though managers value the instant accessibility of digital learning resources, it does pose the question of whether or not the increased use of digital learning methods by organisations has resulted in learning being squeezed out of the workplace.

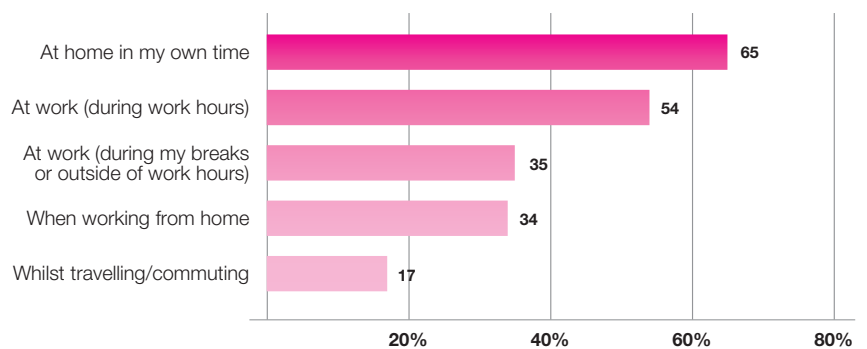


Figure 8: Managers accessing digital MLD resources

3.3. THE ORGANISATIONAL PERSPECTIVE: KEY REASONS TO USE DIGITAL

We look at why organisations are using digital learning for MLD according to their managers.

Saving costs and time but rarely enhancing quality

Managers say that the main business rationale for digital learning is still saving money: over two-thirds of managers (69%) feel their organisation use digital learning for MLD to reduce training costs. In CMI's 2008 report, *Learning at Work*, nearly 50% said that the main business benefit of online learning was being able to deliver training for less; in the 2007 report *Realising Value from On-Line Learning in Management Development* over 40% said that cost-effectiveness was the main advantage of online learning.

What's more, over half (52%) believe that organisations want to reduce their staff's time away from work, which again seems to indicate that learning is being squeezed out of the workplace. Only a fifth (20%) think that their organisation uses digital learning for MLD to enhance the quality of its training programs. Only a third (33%) say digital is used to create more targeted or individualised training. Given that managers want more personalised learning (see Section 3.4), these findings suggest again that digital learning is not yet fulfilling its potential.

69%
of managers feel their organisation use digital learning for MLD to reduce training costs

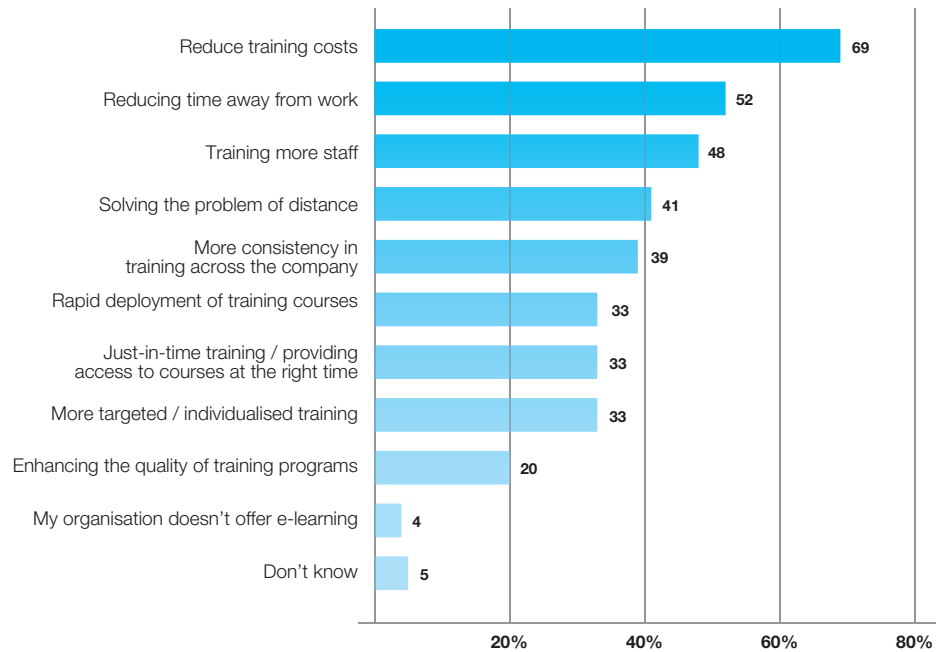


Figure 9: Organisations' reasons for using digital MLD

CASE STUDY



DIGITAL LEARNING – ENGAGING, FLEXIBLE AND EFFECTIVE – NOT JUST CHEAPER

(L) Rob Field, Head of Learning and Development
(R) Rafe Ball, Learning Innovation Manager

Colt provides a range of business-to-business information and communication services across Network, Voice and Data Centre services. It employs a cohesive, company-wide, 360° approach to MLD. It looks at what the manager is good at, what they need to improve and the solutions that best suit that need. Managers do not need to wait for formal training sessions, but can go directly to the virtual resource and begin their training.

This change in approach has not only been beneficial to managers, but has allowed Colt to be more effective providers of professional development. Rafe believes that while traditional learning classroom learning has its place, digital platforms have become more important.

Colt is trying to dispel the perception that digital is just the cheap option. If used properly, it can be engaging, allow great flexibility for the leader, and be able to provide more effective solutions.

Decisions about whether training should be face-to-face or online are made through discussions with the business, depending on what will provide the biggest impact on organisational objectives.

While the majority of training may be done in the classroom, the majority of learning by managers takes place online. Rafe dismisses the idea that more mature leaders can't get to grips with the technology. "If there is engagement with the training, the age of the learner should be irrelevant. In fact, at Colt, there is a slightly older than average population for a technology company but managers are very comfortable using online platforms".



DIGITAL LEARNING – STRATEGIC INTEGRATION

Sarah Lindsell, Director of Global and UK Learning Technology (L)

Jeni Taylor, Head of Business Performance and Leadership

PwC has always been at the forefront of technological advances for learning and development. According to Sarah Lindsell, digital leader at PwC UK, “we look at the whole suite of what is available to decide on the best [methods of] delivery.”

Digital technology for training is integrated into the overall strategy of the company. All new recruits undergo a planned training programme, which also includes a set number of college days. As they move up through the organisation, training moves toward a 70-20-10 model, with the majority of learning taking place on the job on a daily basis in the form of peer-to-peer coaching and mentoring.

Around 10% of learning takes place through more formal programmes. Digital platforms play a significant role, however face-to-face instruction is still very important. Digital platforms give flexibility to employees, providing the opportunity to learn in the moment of need, as well as the ability to learn at one’s own pace.

In contrast to face-to-face training, which is scheduled for a fixed time and date, digital platforms allow the flexibility for learning to be done anytime. The nature of digital platforms means that learning is often not scheduled or structured, so the diligence of the learner is required for it to be effective.

DIGITAL TECHNOLOGY IN SUPPORT OF FORMAL LEARNING

Chris Jeffries, Learning & Development Manager

“We wanted to bring real momentum to the need to move from ‘transactional managers’ to ‘transformational leaders’. The ability of the Red Kite leadership team to deliver on the promises made to our tenants is crucial to the organisation’s success.”

Red Kite developed its own Leadership Programme to help drive major cultural changes across the organisation. They were looking for practical learning resources and a reference point for its managers as they started getting to grips with the skills they needed to transform their leadership culture. This required instant, guided access to curated best practice knowledge on all aspects of leadership and management, provided by CMI’s online management resource portal ManagementDirect.

Of course, the quality of the content provided by ManagementDirect is paramount, and Red Kite is making full use of the individually tailored learning materials the resource portal offers. The tool was delivered to 28 managers over the course of the internal Leadership Development programme, which lasted seven months. They were able to use ManagementDirect whenever they felt they needed to, which allowed them to really focus on their ‘areas of interest’ at that point in time.

As one of the Red Kite managers said, the tool is “engaging, hands on, [and provides] good examples of how we can apply learnings. Good tips, forms and techniques to use within teams”.

3.4. THE BARRIERS TO DIGITAL

We take a look at what managers perceive to be the barriers to using digital learning resources.

Digital doesn't suit certain learning styles

A majority of managers (61%) believe that the main barrier to using digital is that it doesn't necessarily suit the way they like to learn.

Figure 10 shows that the problem doesn't lie in the basics: technology skills, infrastructure and design of digital learning methods no longer seem to be a big issue in 2015. It's the more sophisticated, and sometimes intangible factors of digital learning that are difficult to get right – things like its suitability for certain learning styles and lack of support.

Again, the findings point out the importance of well-rounded blended learning programmes so that managers and leaders can pick and choose according to their preferences.

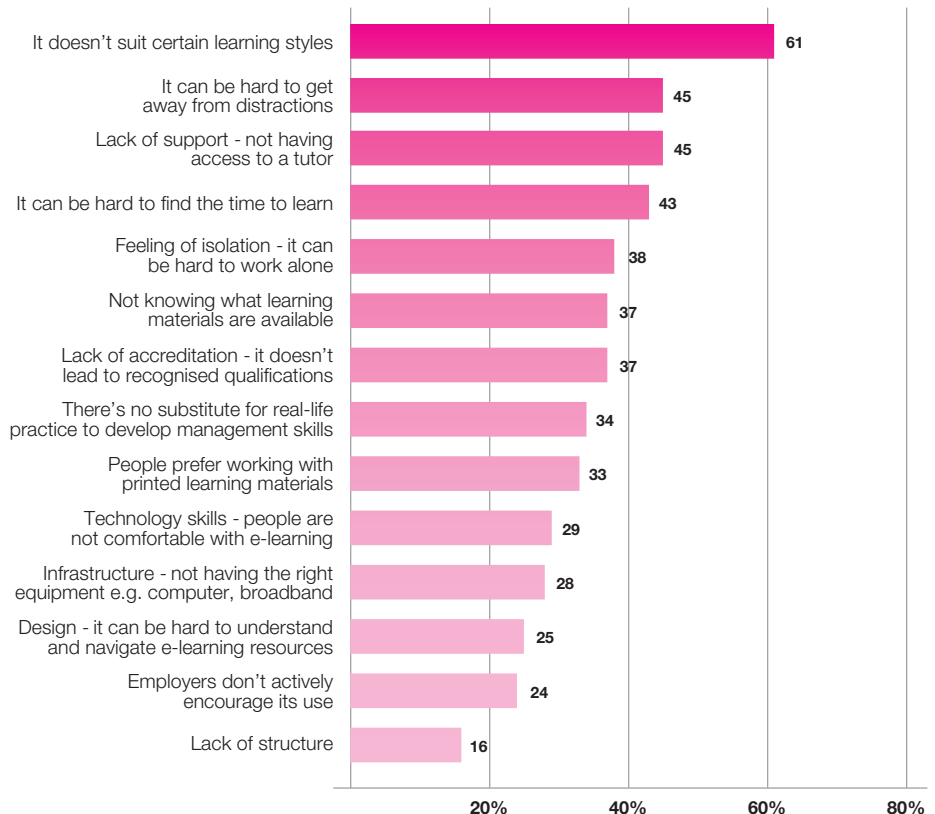


Figure 10: The main barriers to digital learning

CASE STUDY



THE DIGITAL LEARNING JOURNEY

Stuart Ryan, Global e-learning Specialist

Hilti is a 21,000-strong company that provides leading-edge technology to the global construction industry. Convinced that entrepreneurial growth generates personal growth, and vice versa, Hilti pursues an employee-oriented corporate culture. According to the Korn Ferry Institute, Hilti spends \$10-\$15 million per year on training. Stuart Ryan, Global E-Learning Specialist, is responsible for overseeing the management of Hilti's LMS (learning management system) and inspiring employees to use and benefit from technology and e-learning.

At the moment, Hilti's LMS offers self-paced e-learning modules. They have just started using webcasting and webinars to deliver training online. Recorded presentations are available at their video-on-demand portal (mainly developed in-house). In an effort to actively drive engagement with the resources available, monthly newsletters promote what's available, highlighting new content and a 'Hot Topic of the Month'.

Hilti has also introduced the Harvard ManageMentor app, but Stuart comments that uptake has been limited. In fact, he says

it's easy to bring in new technologies hoping they will be met with open arms, but if an organisation doesn't have a clear programme in place in which the new learning methods are embedded, the chances are that uptake is low.

Stuart acknowledges that training is "still far from blended". Some e-learning elements are part of Hilti's programme, such as a number of upfront e-learning modules, followed by a face-to-face event and more e-modules. But Stuart recognises that this is not a true blend. He describes Hilti as a company that wants to live up to the innovation they offer their customers. But he is positive about the future of Hilti's e-learning programme, as Hilti is a company that does not "want to stand still."

Hilti recognises that integrating e-learning in an organisation's MLD offer is a journey that doesn't happen overnight. With successful previous experience in more formal professional training and an employee-oriented corporate culture, it is positive about being able to transform its development programmes into an exemplary blended experience.

3.5. THE FUTURE OF DIGITAL LEARNING

In this future-gazing exercise we take a look at the status quo of digital learning and how it might affect future developments.

Managers comment first and foremost on the role that money currently plays in the decision of organisations to use digital learning methods: 84% say that it will make training budgets go further as it's used as a cheaper way of delivering material.

75% of managers believe that face-to-face learning remains the most effective way to develop management and leadership skills, emphasising the importance of blended learning rather than digital only.

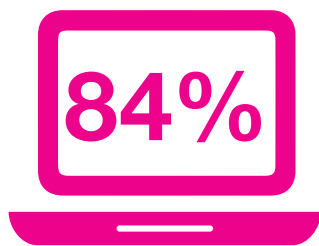
Looking at managers of different ages, those under 35 are much more likely to believe that eventually, all managers will be comfortable using digital learning. Those over 55 more strongly believed in the effectiveness of face-to-face learning.

It is worth noting the apparent contradiction of young managers believing in the power of digital learning on the one hand, but preferring classroom learning on the other. This can again be ascribed to a sense that at the moment, digital learning just isn't 'good enough'.

In the same vein, senior managers also tend to have a more positive view of their organisation's engagement with digital learning than their more junior colleagues. They are much more likely to agree that their organisation

actively promotes digital learning for MLD – 58% vs. 44%. This echoes the disconnect between seniority levels mentioned in Section 3.1.

Looking at the results by sector, those working in the private sector are significantly more likely than public sector employees to agree that managers will use digital learning to take control of their professional development (76% vs. 69%), be comfortable using digital learning (51% vs. 41%) and that it is the best way to develop managers and leaders (30% vs. 19%). This is most likely linked to the fact that private sector employees are more likely to have used digital resources than those in the public sector. Examples are videos (76% vs. 62%), case studies (70% vs. 59%) and webinars (74% vs. 52%).



84% of managers say that digital learning methods will make training budgets go further

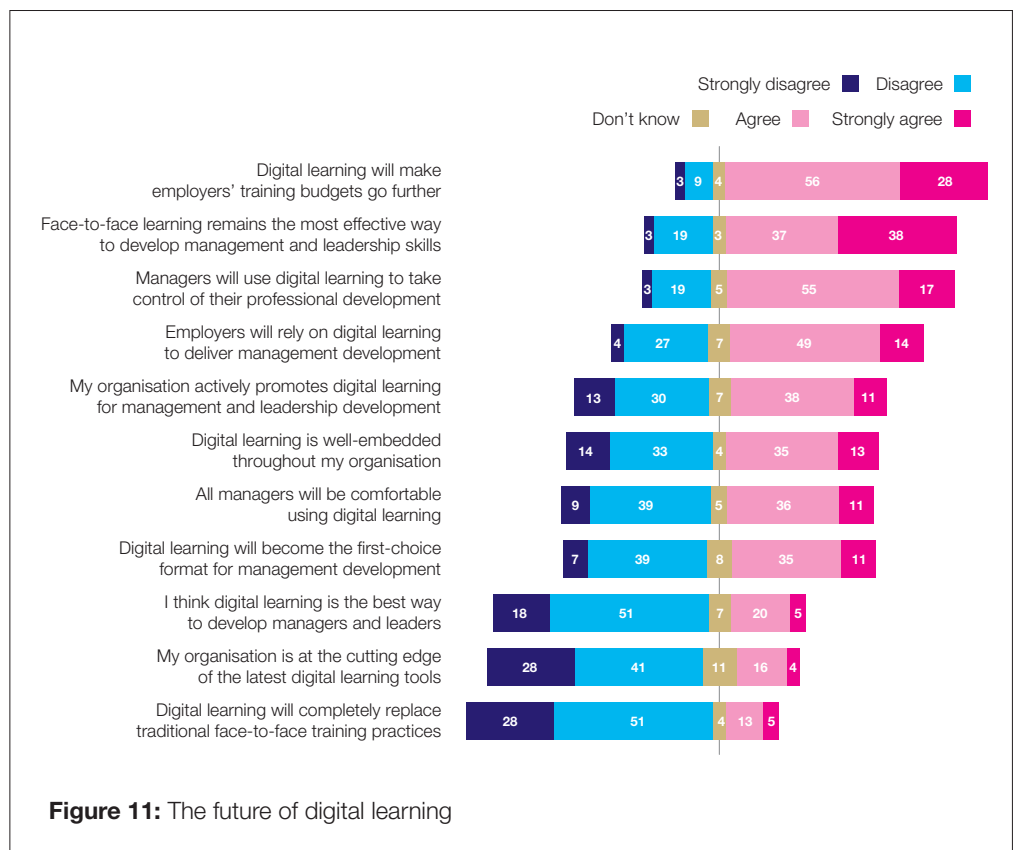
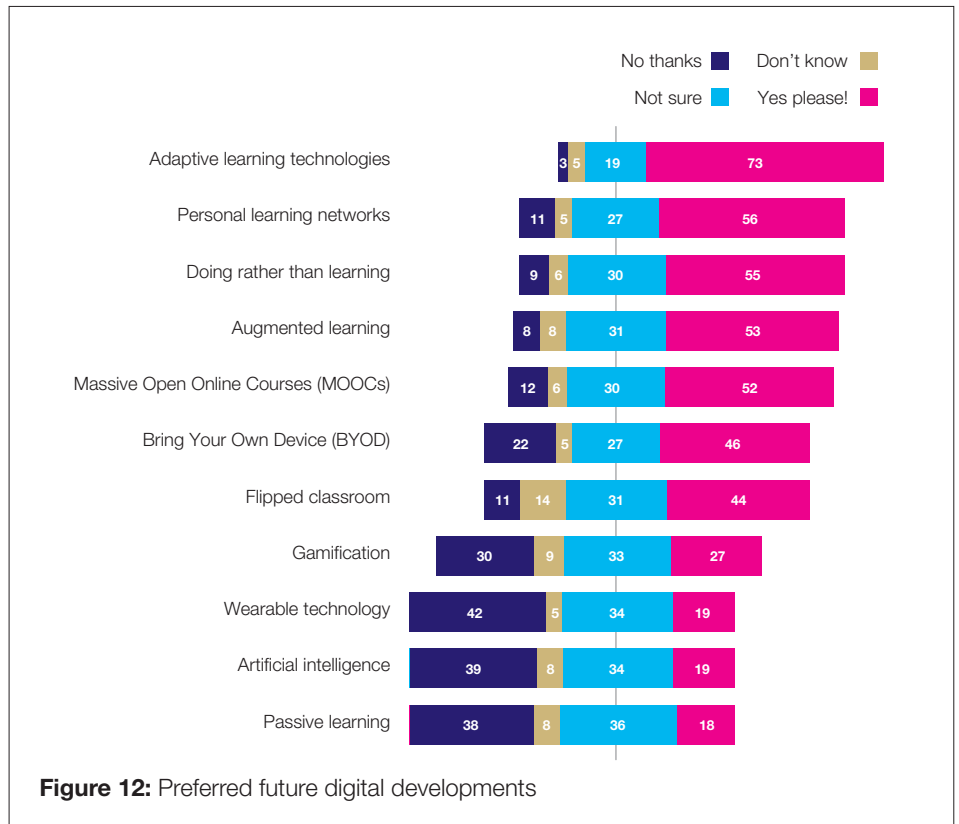


Figure 11: The future of digital learning



73%

of managers want to see more adaptive learning technologies over the next five to ten years



A gender difference?

Men were significantly more likely than women to agree that digital learning is the best way to develop managers and leaders: 29% vs. 17%. They're also more convinced than women that employers will rely more on it in the future (65% vs. 58%), and that their organisation actively promotes it (52% vs. 46%).

With digital playing an increasingly more important role in MLD, organisations need to check if their resources are inclusive enough to cater for every one of their employees.

What managers want

The evidence suggests that managers and leaders want to see the potential of digital realised, regardless of whether it's through new or existing technology. They want their digital resources to be more personal, more social and more practical.

Almost three-quarters (73%) of managers want to see more adaptive learning technologies over the next five to ten years. In this type of learning course content is adapted according to personal learning style and progression as indicated by responses to questions and tasks.

Over half of managers said they would like to see more of the following in the next decade:

Personal learning networks (56%) – building a social learning network of associates and influencers through social media and blogging websites

Doing rather than learning (55%) – e.g. apps that help run a meeting or manage time

Augmented learning (53%) – digital data (e.g. text, graphics or sound) overlaid on a live view of the real world, opening up new ways of interacting with surroundings

MOOCs (52%) – open access to leadership courses with unlimited participation via the web including interactive user forums. Managers under 35 were significantly more likely than those aged 55 or over to want greater potential to be realised through, for example, adaptive and more advanced technology such as wearable devices. The younger cohort was also more enthusiastic about gaming, with 41% wanting to see more of it in MLD, compared to only 16% of their older colleagues.



THE FUTURE OF LEADERSHIP DEVELOPMENT

*Sharoq Ibrahim A Y Al Malki, EGM & Chief Human Capital Officer,
The Commercial Bank, Doha, Qatar*

Over the past several decades, ideas about leadership development have evolved significantly. Today's increasingly transparent business world requires leaders who have better agility, more authenticity, and a stronger sense of community than their predecessors. Achieving these outcomes requires that we enter a new era of leadership development.

Here are five ways in which leadership development will evolve in the decades to come and examples of our response at Commercial Bank.

1. Create authentic leaders with well-rounded experience

Increasingly, companies are cultivating leaders who have diverse hands-on personal experiences across multiple lines of business, with decreasing focus on MBAs from top business schools. Implicit to developing authentic leaders is providing them with opportunities to develop their social purpose. Our leadership development process includes a planned but varied series of experiences, internal and external, formal and informal, to maximize the breadth of knowledge and life-experience of every leader.

2. Increasing focus on building relationships

Leaders are more readily developed when corporate silos are broken down and partnerships are established with other groups that are pursuing similar outcomes. We're seeing the rise of management policies that are transitioning from the autocratic, control-and-command management style to a more democratic variety, demonstrating how the human side of business has become a growing factor in the success of leadership. We are using technology to facilitate participative teams, including a new iLeader mobile app and process which provides real-time data on team enthusiasm, productivity, issues and ideas, all of which feed into the team's regular feedback and guides leaders how successful they are in developing strong relationships with their teams.

3. Manage generational differences

One of the most important developments of the global leadership scene is the rise of millennials, who will step into an increasing number of leadership positions with high-level responsibilities. Millennials are generally described as team players and high achievers. They're independent and confident, but trust authority. Organizations will need to learn how to mitigate the generational differences that may arise as millennials assume executive roles, and develop new strategies to benefit from the strengths of this generation.

For millennials, the use of apps, instant knowledge and social media is second nature, and the iLeader app provides 'point of need' practical help on the most important, most time-consuming and most stressful leadership activities.

4. Take a globalised approach

A growing concern is the ability of executives to lead across countries and cultures, regardless of the company's size. Businesses must recognize that managers and leaders who operate outside of the company's home-base nation, or as part of a team that extends across borders, need specific skills and abilities such as coping with ambiguity, having clear and effective interactions, and making decisions in unfamiliar environments.

We provide specific training for all leaders in understanding and gaining the benefits of different cultural perspectives and behaviours. We have team members from over 100 different cultures so it is critical that we support our leaders on how to manage cultural differences within their immediate team and across the organization, which in turn supports them in developing strong relationships.

5. Explore Collective Leadership

Among the trends in leadership development is the decline of the "heroic leader" and the successive rise of a new form of leadership that's more collective. While to many people leadership still often implies an individual, the situation is changing due to adaptive challenges that limit the possibility of an individual coming up with the best solutions to complex problems. All our training and development stresses the team's joint involvement and responsibility for the effectiveness and enthusiasm of the team.

As many companies struggle to fill leadership gaps found on all levels of organization, the trend for detecting potential leaders and nurturing them in the development of their skills will be crucial as companies grow more and more committed to developing agile and authentic leaders.

4. SUPPORTING A NEW MODEL OF MANAGEMENT AND LEADERSHIP DEVELOPMENT

The new trends in learning to lead provide an opportunity for organisations to support the acquisition of knowledge, skills and attitudes in different ways as illustrated by Figure 13.

In order to learn effectively it is crucial to know what capabilities are required to achieve certain learning or career goals. The organisation needs to provide easy access to details of the capabilities required in all major work roles as well as suggested routes by which those capabilities can be developed. It needs to provide a mechanism to record the achievement of learning goals and capabilities and to accredit their quality.

Knowledge of MLD will be accessed at the point of need, at any time and from anywhere, but it is important that the content is relevant and has been assessed for quality.

Organisations must ensure that employees can access relevant, high quality knowledge by assessing, approving and curating knowledge sources and systems.

The individual will also need to be able to easily store, manage and access knowledge for fast future reference.

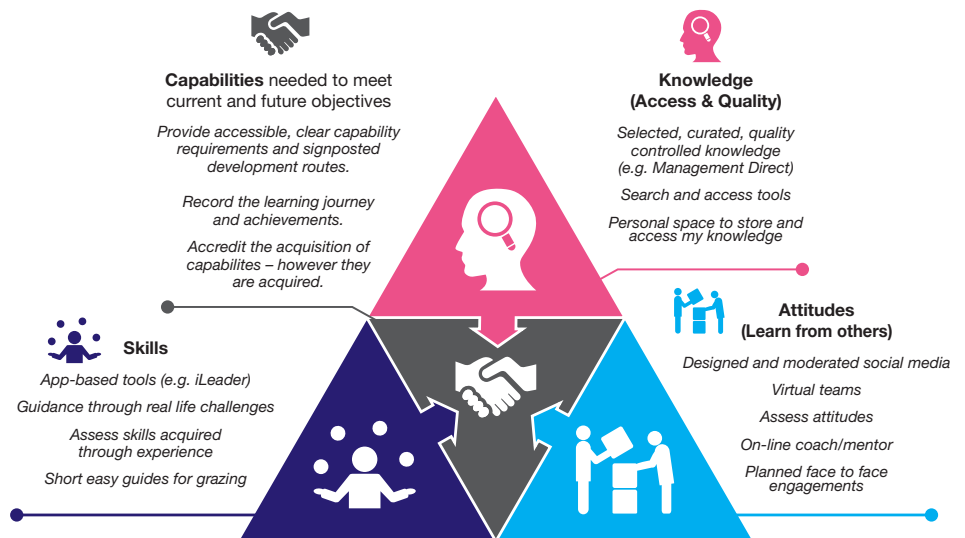


Figure 13: New MLD model

Skills may, to a large extent, be acquired as needed with the active support of ‘always present’ technology such as online resources (e.g. ManagementDirect) and apps. iLeader¹, for example, provides simple practical help on the top 10 tasks carried out by first-line leaders.

Research shows that activities such as having difficult conversations are in the top ten most important, stressful and time-consuming tasks for a new leader. By providing practical help through apps or web-based services² skills can be deployed and assessed in real-life challenges within a work context.

High interpersonal skills and appropriate personal characteristics, such as resilience and vision, are critical for expertise in leadership, and these are primarily acquired through socialisation. Traditionally carried out face-to-face, it is now possible to design social media platforms to facilitate shared learning. Virtual teams and mentoring can allow excellent social learning and support and, as with every aspect of learning to lead, assessment can be carried out as learning happens. CMI qualifications, for example, take into account informal experiential learning.

¹ <http://www.oxfordstrategicconsulting.com/latest-news/iLeader-app-utilises-technology-to-develop-great-leaders/>

² <http://www.managers.org.uk/campaigns/difficult-conversations>

RECOMMENDATIONS

For organisations

How managers learn to lead has been transformed by the rise of digital, but maximising its potential demands a fundamental shift in how organisations approach management and leadership development.

Align development to strategy

– realising the potential of digital learning starts, like any successful management and leadership development, with aligning development to the organisation's strategic aims. Ensure senior management and work to achieve line manager buy-in. Monitor business needs as they develop and ensure that management development stays relevant as strategy evolves.

Define what managers need to succeed

– provide clear descriptions of the capabilities required of managers in different roles. Employees should be able to tick off their acquisition of skills, knowledge and experiences to meet the organisation's requirements and the requirements for their desired career path.

Recognise learning with professional accreditation

– use accredited digital learning that gives managers the chance to achieve formal professional qualifications. Blending the flexibility of digital learning with accredited development routes can give learners a clear focus and, by providing recognition of what they have learned, reinforce their confidence and performance.

Enable and empower – employers should facilitate learning and development in the widest sense but pass control to the learner and their line manager. Enable, guide and support learners, providing clarity about requirements and expectations so that learning remains aligned to organisational needs, but being flexible about delivery.

Select and signpost appropriate resources – the internet offers endless resources, but quality is paramount. Give leaders and managers easy access to curated, approved tools, processes and knowledge sources.

Engage employees – actively encourage employees to use what's available. Build in ongoing 'marketing' of what's on offer, showing how resources can be used in practice to keep them at the forefront of employees' minds.

Support social – set up and facilitate social networks and forums for leaders/managers, whether internal and external to the organisation such as sector-based and professional networks.

Measure impact and build on your successes – measure learning through outcomes including accredited online learning, qualifications gained, and improvements in capability and experience, rather than inputs like time on courses or training spend. Assess learning and development in the organisation regularly to identify trends and usage of the tools you've provided and how managers and leaders feel they are developing. Explore the use of sentiment analysis (e.g. www.thesay.io) to help assess the impact of learning. Over time, build on your approach to develop a true learning culture that continues to support the organisation's strategic aims.

For individuals

The rapid evolution of digital technology is set to continually shape and reshape how managers learn their profession. A pro-active approach to your own development is essential.

Take control – ultimately, you need to drive your own learning and development. It is your capability at stake and your career. Be active in assessing what you need for your success, the styles of learning that work for you, and finding ways to learn and develop.

Engage your line manager and L&D colleagues – they have the expertise, facilities and tools (and perhaps the budget) that you will need for your development at work. Show how your proposed development supports business strategy, not just personal goals, to win support.

Seek quality – to identify the best learning resources, consider whether the development opportunity is credible, accredited and whether it suits your learning style. Will learning be purely self-directed, or will it provide the structure you need, for example through defined modules or e-learning journeys?

Prepare for the moment of need

– arm yourself with resources that can provide quick access to practical guidance at the point you need it.

- Seek curated, credible guides. ManagementDirect provides easy access to highly practical knowledge and guidance, carefully selected by CMI itself.
- For fast point-of-need help in dealing with specific tasks and new situations, leadership apps may help. These are changing all the time – again, look for those recommended by your organisation or a credible authority.
- For the development of deeper, more complex social skills and attitudes, develop your social networks using tools such as LinkedIn to build a network of trusted advisors. Be prepared to contribute as much as you learn.

Actively seek and experience new challenges – network with new groups and new people, both online and face to face, to expose yourself to new perspectives and fresh ideas.

Track your progress – monitor your progress and identify any gaps in your learning by recording your activity. This can also be the basis for demonstrating your commitment to Continuing Professional Development (CPD) to your current or potential employers or accrediting bodies – showing just how much you've developed. CMI's online CPD system or other processes can help you define your learning objectives and track progress.

FURTHER RESOURCES AND REFERENCES

More on ManagementDirect

ManagementDirect is a comprehensive, cost-effective online resource portal that is packed with content to assist managers overcome everyday challenges as well as support structured learning. It is available 24/7 and contains information in different forms, shapes and sizes to suit different learning styles, levels and ways of learning.

ManagementDirect includes:

- Leader videos
- Checklists
- Expert insights
- 5-minute, 20-minute and extended briefings
- Problem-solving tools
- Interactive scenarios
- Research summaries
- Publications and articles
- E-learning modules
- Structured learning journeys
- Customisable learning playlists

For individuals

To see online resources in action or to find inspiration for potential new ways of learning, visit www.managers.org.uk/getmanagementdirect to see what's in it for you.

For organisations

To equip your managers with the knowledge and skills it takes to overcome everyday management challenges visit www.managers.org.uk/managementdirect to get a free one-week ManagementDirect trial.

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iLeader app

An app that is focused specifically on first line leaders, iLeader is a simple leadership process app that improves performance by providing specific tools, guidance and team feedback at point of need. It takes a very practical approach and helps leaders do leadership, not just learn about it. Have a look on www.oxfordstrategicconsulting.com/latest-news/ileader-app-utilises-technology-to-develop-great-leaders/

Chartered Management Institute (CMI)

CMI is the only chartered professional body in the UK dedicated to promoting the highest standards in management and leadership excellence.

With a member community of over 100,000, CMI has been providing forward-thinking advice and support for more than 60 years. We continue to give managers and leaders, and the organisations they work in, the tools they need to improve their performance and make an impact.

We are a UK awarding body for management and leadership qualifications, and the only body that awards Chartered Manager, the hallmark of any professional manager.

Through in-depth research and policy surveys CMI maintains its position as the premier authority of key management and leadership issues.

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77 Kingsway,
London, WC2B 6SR
Registered charity number 1091035
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First published December 2015

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British Library Cataloguing in Publication Data
A CIP catalogue record for this report is available from
the British Library
0-85946-489-X