



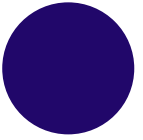
# Management & Leadership Apprenticeships

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#BetterManagers

- Methodology
- Business challenges
- How businesses are using management and leadership apprenticeships
- Who participates in apprenticeships?
- Areas for improvement
- Barriers to completing apprenticeships
- Case studies

# Methodology



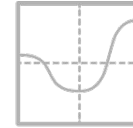
CMI commissioned Savanta to carry out 15 case studies with employers who use management and leadership apprenticeships.



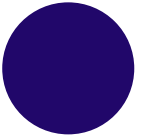
Savanta identified and recruited apprenticeship decision-makers at firms that have management and leadership apprentices.



15 participants across a range of organisation sizes and sectors were interviewed via MS Teams, with each interview lasting around 30 minutes.

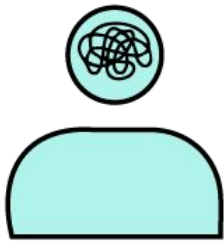


Fieldwork was conducted 27<sup>th</sup> February to 20<sup>th</sup> March 2023



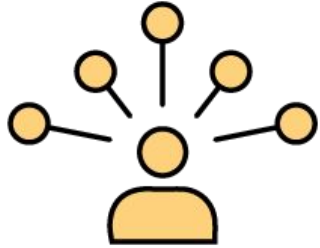
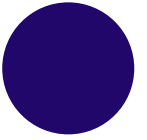
## Lack of diversified workforce

- The more traditional (banking, energy and utilities) industries are finding they have a very homogenous workforce.
- This can cause problems for succession planning, growth and innovation.



## Skills gaps

- Organisations are operating in a changing landscape – both in ways that impact their products and services, but also in the way they work.
- Some organisations find it hard to adapt internally to these changes.



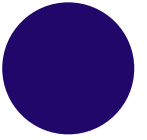
## Managerial bad practice

- Across industries, people tend to be promoted due to technical rather than managerial ability.
- This can lead to poor managerial culture, which in turn can cause engagement and quality issues.



## Struggles with retention

- Employers are increasingly struggling with retention since the pandemic.
- Employees are demanding more investment in training and development, and more tangible qualifications.



## Investment in employees

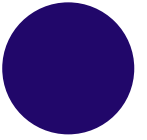


Employers were very aware of retention and engagement issues in their companies. Multiple employers spoke about how management and leadership apprenticeships at Level 3 & 5, but particularly Level 3, had more benefit for the *company* – upskilling employees and improving management practices, whilst management and leadership apprenticeships at higher levels (particularly Levels 6 and 7) were key for retaining senior talent, by investing in key personnel.

## Adaptable workforce



Using management and leadership apprenticeships at all levels enables organisations to build highly adaptable workforces, who prioritise innovative thinking beyond the day-to-day tasks.



## Quality leadership

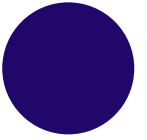


Coaching and mentoring skills have a wider impact beyond just the individual taking part in the management and leadership apprenticeship themselves. Whoever the individual manages is also exposed to the learnings and these can trickle down the business. This impact is wider the more people the apprentice manages and so it is wider, in particular, for those Level 5 and upwards as they tend to lead bigger teams and have more influence.

## Diversifying the workforce



Employers have found that diversity and innovation go hand in hand. Bringing in new hires via a Level 3 management and leadership apprenticeship from a more diverse talent pool brings new skills to their industries. These skills and perspectives include different approaches to outputs and presentations, work-life balance expectations and use of AI.



## Succession planning



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# Who participates in apprenticeships?

## Existing Employees



### Ad hoc and person-dependent

- Many smaller organisations adopted ad hoc approaches.
- This involved advertising the opportunity and encouraging people to apply if they thought they were suited.
- For some organisations, this was because they could not afford to put all employees on programmes.
- For others, they found this an effective way of choosing people who were committed.



### Performance review-based

- Other organisations used management and leadership apprenticeships for career progression.
- This could be for people with technical skill but lacking managerial skills, or people who are soon to have management responsibilities.
- Performance-review based processes tended to be adopted at bigger organisations for Levels 3 and 5 to ensure everyone had equal opportunities.

## New hires



### Structured application process

- For new hires – typically at Level 3, all organisations followed a process not dissimilar to a typical job application.
- This may include initial cover letter, CV and interview process.

# Who participates in apprenticeships?

Level	Summary
Level 3	<p><b>Who:</b> New employees or 'front-line managers' (manage one level) who are eager to develop and progress</p> <p><b>Why:</b> Upskilling to ensure they have the management abilities now and in the future to prevent 'accidental managers'</p> <p><b>Business benefit:</b> A good progression, recruitment and succession planning tool, can lower barriers to entry and improve diversity, while ironing out bad managerial practice early before it is ingrained.</p>
Level 5	<p><b>Who:</b> More experienced managers with more complex roles (may manage multiple levels)</p> <p><b>Why:</b> These managers tend to be existing employees who have typically been promoted for their technical, rather than managerial abilities, and have had limited access to formal management training previously</p> <p><b>Business benefit:</b> Help these managers to develop the skills they need to manage in-line with the organisation's values and be role models that inspire better management practices throughout the business. Enabling managers to go onto the scheme is also a way to reward and invest in key talent improving retention.</p>
Level 6 / 7	<p><b>Who:</b> Senior team leaders i.e., C-Suite, heads of departments</p> <p><b>Why:</b> Broaden skills set and improve awareness of teams and concepts in the organisation beyond their remit which helps with joining up and coordinating department efforts. Keep senior employees up to date with new themes in leadership, particularly useful for more 'traditional' industries</p> <p><b>Business benefit:</b> Improve the ability for senior leaders to sell the company strategy and retain senior talent by building role agility and enabling employees to move sideways into different roles in the company.</p>

# Areas for improvements

Employers see the standards as broadly applicable and the consensus was that they closely aligned to their management pathways but they would benefit from some improvements:

## **Streamline and simplify:**

Some organisations would like the administration side of the management and leadership apprenticeships programme to become more streamlined, as they currently find it quite difficult to access.

## **Relevant content:**

Fundamental societal changes over the last few years have shifted the work agenda and had real implications for key skills. Unless the curriculum is regularly reviewed for all levels it can easily appear dated and irrelevant. Classic theories and models need to be relevant for the younger incoming workforce so that they can better relate to it and don't question its relevance.

## **More flexibility:**

Organisations want more flexibility to tailor content to be as relevant as possible to their needs. One idea is to have a generic management and leadership programme that is not tied to a specialism or to managing a team but could be used more generically to help develop transferable skills such as stakeholder management, influencing, and coaching skills.

# Areas for improvements

Employers see the standards as broadly applicable and the consensus was that they closely aligned to their management pathways but they would benefit from some improvements:

## Prospective managers:

Some employers wanted to offer a programme to people before being promoted into managerial positions (pre-Level 3) or were temporarily managing people on projects. Without permanently managing people, they could not offer them a management and leadership apprenticeship.

## Inconsistent terminology:

Some employers felt that as the naming of standards differed significantly across different bodies (notably government and training providers), it meant that they struggled to align between the two.

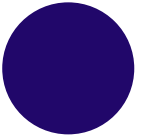
## Marketing and finance:

Marketing and finance were two areas of the programme that some employees would never deal with. Sometimes, employers found themselves retrofitting activities to enable apprentices to pass the module. This was the case across all levels.

## In-between levels:

Some employers, particularly schools, felt they wanted a level between level 3 and 5 to support people who have been in their role a while but not yet dealing with complex multi-teams.

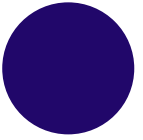
# Barriers to completing apprenticeships



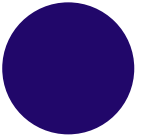
- **Academic requirements** can be a barrier. Employees may not have completed or find it hard to prove they have the necessary academic requirements from many years ago.
- Another barrier is the **length of the management and leadership apprenticeships**, some are up to 4 years. This commitment can make them a 'hard sell' and contribute to drop-outs for apprentices on all levels. Both new hires on Level 3 all the way through to established employees at Level 6 find this a lot to commit to at one company. One solution suggested was a modular program each with an accreditation and on-job application.
- Ensuring organisations and participants know what they're signing up to when they commit to a management and leadership apprenticeship and giving them the tools to be successful are key. Some organisations mentioned that a lack of understanding around the time commitment, both for the participant and their manager, led to several dropouts the first time the scheme was run.

# Case Studies

# Interview participants



1. Chief Transformation and Technology Officer at a privately-owned bank
2. VP for Learning and Development at a large financial services provider
3. Senior HR manager at a leading financial services provider
4. Global HR Business Partner at a multinational manufacturing company
5. Chief Operating Officer within a large manufacturing company
6. Director / owner of a small property and real estate company
7. Head of Learning and Development at a large real estate owner and developer organisation
8. Group Head of Learning and Performance at a large information service company
9. Senior Apprenticeship Programme Manager at a large online retailer
10. Head of Apprenticeships at a large company within the retail sector
11. Head of HR at a leading waste management service company
12. Head of Organisational Development at a telecommunications company
13. Learning and Development Business Partner at an infrastructure company within the utilities sector
14. Head of HR at a large construction company
15. Apprenticeship Network Manager at a London borough council



## Industries

- Finance and insurance: **3**
- Manufacturing: **2**
- Property and real estate: **2**
- Media: **1**
- Retail and wholesale: **2**
- Water supply, sewerage, and waste management: **1**
- IT and telecoms: **1**
- Electricity, gas and utilities: **1**
- Construction: **1**
- Public sector: **1**





THANK YOU

Savanta: