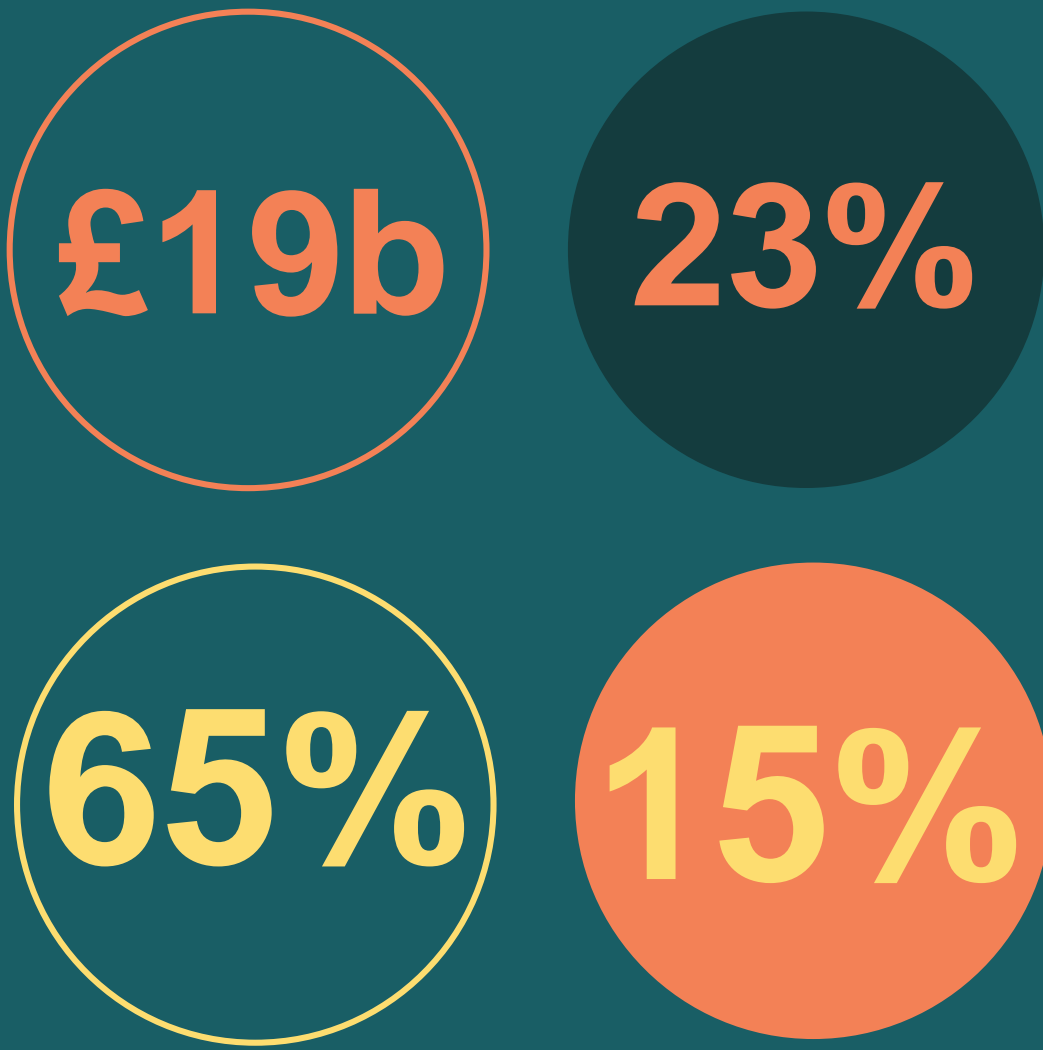


A flipped approach to development

Creating a management culture of learning agility, flexibility and leadership accountability.



//////////////////// The problem with traditional development



THE STATS

- Ineffective management is estimated to be costing UK organisations over **£19 billion** per year in lost working hours.
 - Best-practice management development can result in a **23% increase** in organisational performance.
 - A single point improvement in management practices (rated on a five-point scale) is associated with the same increase in output as a **25% increase** in the labour force or a **65% increase** in invested capital.”
 - BUT... only around 15% or less of traditional classroom training is taken back to work and used. That's **85% wasted time**. So traditional classroom-focused training isn't best practice management development.
- (Main source: BIS)

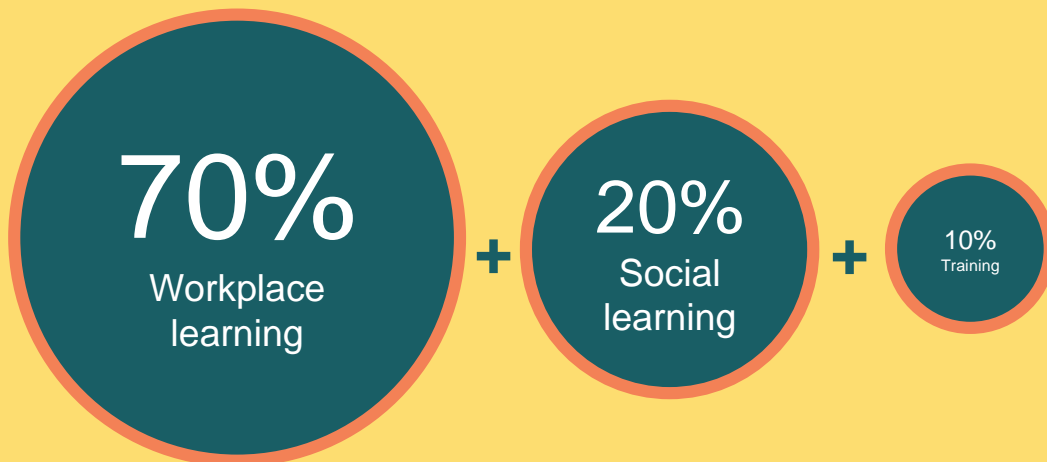
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Traditional development

Traditional development focuses on the classroom. The classroom is important, but if it's the main development activity then your organisation loses out. Formal training is time and resource intensive. When delegates try to take their learning back to work, it's inevitable that they will make mistakes. It's easy for them to become disheartened and slip back into their habitual behaviours. Focusing mainly on the classroom, and hoping enough gets taken back to work to make a difference, results in limited ROI that doesn't connect back to business metrics and organisation challenges. It's generally a poor investment of your budget and time.



limited ROI that doesn't connect back to business metrics and organisation challenges



early and strong ROI against relevant business metrics and organisation challenges

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Doing it differently

Let's flip traditional development on its head. Keystone advocates a different approach where we put the majority of your managers' time and energy into learning and developing in their everyday workplace experiences. Starting in the workplace makes an immediate impact on their performance and results.

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What could it look like?



- Engagement piece for managers and line managers to set expectations of personal ownership and accountability and the critical importance of the line manager role in supporting development.
- An explicit connection to the PDR process and talent tools through gateways, assessments, reviews and data output.
- Assessment against relevant competencies for current role and any desired progression. Can be repeated at regular intervals as a measure of behavioural distance travelled.
- Substantial workplace development activity through in-role assignments, stretch activities, project work, community and voluntary projects using role skills and many more.
- Social learning through peer-run Action Learning Groups, social media forums, mentoring, internal subject matter expert sessions, coaching (internal or external) and review and action planning conversations with line managers.
- Training is high impact, and targeted at individual development needs, 'how to learn', and upskilling for successful completion of workplace learning activity.

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