



Leading on Learning

A hands-on guide for
line managers

Welcome to our updated 'Leading on Learning' guide. It's one of the many resources that the Campaign for Learning and our partners the Chartered Management Institute and Pearson TalentLens have developed to help you make the most of the huge benefits of learning at work. This guide was originally developed in response to requests from supervisors and line managers we work with through Learning at Work Week and our other workplace initiatives.

As a manager, you are the vitally important link between your most valuable resource - people - and your organisation's goals and objectives. How you help your staff to develop and use their learning will affect how successful you and your organisation are in achieving your goals.

So we'd like to share with you some ideas, tips and tools to help you and your staff be the best they can be. We've put this updated booklet together with The Chartered Management Institute, which is dedicated to helping managers become more effective. Throughout the guide you'll find learning tips from them as well as their 5 key steps to start your 'management makeover'. We've also worked with Pearson TalentLens, who are experts in providing tools that support recruitment and development decisions in the workplace. They have written a special piece on how you can help develop your younger talent, often referred to as 'Millennials'.

In the guide we'll look at:

- The ideal world - How does a successful manager act? **PAGE 3**
- Key steps to developing your staff - Planning and evaluating **PAGE 5**
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Please dip in and out of this guide - some parts may be very familiar, but we hope that everyone will find something new to try or a different perspective on an issue they're tackling. We hope you find it useful!

The Campaign for Learning

The ideal World How does a successful manager act?

The successful manager who facilitates learning is one who can see the potential in their staff; they will listen well, give clear direction and crucially will make personal development easier to achieve for both themselves and those who work with them.

Managers can:

- Enable learning
- Offer opportunities for personal development
- Maximise talent in their team
- Help people to identify and achieve their own potential

The result of all of this is that staff:

- Gain confidence
- Perform better
- Challenge themselves more often without being prompted
- Are more interested in what is happening in the team and the organisation

The Campaign for Learning's research shows that managers often neglect their role in enabling learning and skills because of the high number of performance related targets that they have to deal with and the day-to-day challenges that occur within the workplace.

However, if your staff are continually learning and developing, you will reach those targets more easily - learning brings benefits in itself, but also a very effective means to an end.

Think back to one of your own great managers - someone who helped you to develop into your next role, someone who taught you something important about being a manager or someone who challenged you when necessary.

Think about the way they communicated, the way they showed their trust in you and the way they facilitated your learning.

What can you learn from them?

The ideal world
How does a successful manager act?

Where you come in...

Your role as a manager can have a major impact on your staff's willingness and ability to develop. You are able to influence through:

- Performance development reviews
- Induction activities
- Identifying skills needs
- Giving access to challenging work or job rotation
- Coaching and guidance
- Providing informal training programmes
- Encouraging staff's career development and promotion
- Ensuring knowledge sharing
- Holding 'lessons learned' sessions
- Leading by example

CMI says...

Good management is essential. It:
Improves business performance
Improves employee performance
Makes people healthier and happier
Improves the survival rates of businesses
Improves society in terms of ethical and sustainable benefits



FAST FACT

43% of people think their manager is ineffective or highly ineffective, according to research by the CMI.

Key steps to developing your staff

Planning and evaluating

There are two key elements to ensure effective and productive learning in the workplace - planning and evaluation.

Planning

As a manager, you will have targets that are part of the organisational business plan. In order to meet these targets you and your staff will need skills and knowledge you may or may not have. You will need to identify any gaps in skills and knowledge, and then plan to help you schedule the necessary learning over the year and across your team, within the limits imposed by your organisation's schedules.

You may not be solely responsible for the learning and development of your staff, as there may be departments in your organisation that deal with this. However, you will be key in identifying learning needs, communicating these to relevant departments and giving staff time and support for their development. If your team understand how their development fits with the delivery of the business plan they will feel more comfortable about taking up relevant opportunities. This will help people see personal development as an expected part of performance management - and you will have a better idea of the budget needed.

Top tips for planning learning and development

- Make sure you involve your staff in identifying and agreeing relevant training. This conversation is vital for buy-in.
- Use the appraisal system to conduct a Training Needs Analysis. This will show you what skills and knowledge your team already have against what is needed to achieve next year's objectives. See Useful Information, page 18, for where you can find Training Analysis tools.
- If you have learning champions, Union Learning Representatives or Learning and Development experts, work with them as they may have access to more resources and expertise.
- Be aware that people may prefer to learn in different ways. For instance, some people may prefer to listen and learn, others prefer to learn by doing and some prefer to learn visually and by reading or seeing diagrams. These preferences may alter over time and depend on the particular context. This means that if someone hasn't succeeded in learning (in their schooldays or more recently) by one method, it doesn't mean they can't learn - trying a different method may change their experience completely. However, it's important not simply to label people with a preferred learning style as this too can create a barrier to learning and discourage people from trying new ways of learning
- Think about personality types and previous experiences when planning learning and development. Remember you are dealing with people who have feelings as well as skills and knowledge. The conversation with each person is key to understanding what makes them tick and what their attitudes to learning are.

Key steps to developing your staff Planning and Evaluation

Evaluation

Once you've planned your team's development and have given them the resources to learn, it is extremely important to measure afterwards how useful the activity was. It's important that you understand what learning has taken place, how it will be used in the workplace and how much it costs, so you can plan for the future and make sure you get the best value out of all your learning and development.

Essential steps for evaluation

You identified individual and group training needs at the start: now consider to what extent the activity met the identified training needs.

- Discuss with your staff what they got out of the activities, and to what extent their objectives as individuals were achieved.
- Go on to discuss with staff how they will use what they've learned to improve the way that they work. This is crucial to ensure continued buy-in and identify what sorts of training are most useful for your organisation.
- Measure the overall investment of time, money and resources that your staff put into learning and development.
- Remember that learning and development includes inductions, presentations, shadowing, reading etc. as well as training. (There are at least 50 ways to learn other than attending training!)
- Report outcomes to your managers and celebrate successes. This is essential to gain support for future learning and development.
- Keeping records can help you find out which learning and development is effective and which isn't.

There are a number of models you can use to structure your evaluation e.g. the Kirkpatrick model looks at four levels of evaluation – reaction, learning, behaviour and results.

Space to Reflect

Do you have an individual learning and development plan?

What learning and development have you taken part in over the last year?

Did you discuss how it related to your work before you took part in the learning and development activity?

Did you discuss the impact of this with your line manager after the activity?

How do you know that a development activity has an impact on how you perform your job?

Have you ever been rewarded for taking part in learning and development?

Think about the implications of your own learning experience for the learning and development of your team.

Do you have regular discussions with your staff about learning and development? Do you relate these to business activities and objectives?

Name one thing that you do to encourage staff to develop themselves. Think of one further thing you could also do in the future to ensure learning and development are always on the agenda.

LEARNING TOOL

Maslow's hierarchy of needs is a tool that can help to identify people's motivations. It can help you understand what motivates your team members and ensure they feel happy and rewarded in their roles. See Useful Information section p18.

Skills you'll need Leadership, management and coaching skills

The types of skills that you will need to develop your staff and promote learning in your team include leadership, management and coaching skills.

To develop your leadership and management abilities you need to think about:

- Communication skills – so you can communicate learning goals clearly
- Being authentic and building trust
- Understanding your staff and listening to them
- Thinking creatively and empowering people to develop

Using coaching skills to manage tends to promote more personal growth than more 'directive' styles of management.

This means:

- Using intentional listening – staying open to what's being said, not leaping to conclusions, being attentive and respectful

continued

Examples of powerful questions when coaching as a manager

'And how might you do that in a way that DOES enable?'

'How will you KNOW when you've achieved it?'

'What will YOU do differently next time?'

'What did you LEARN from the experience?'

CMI says...

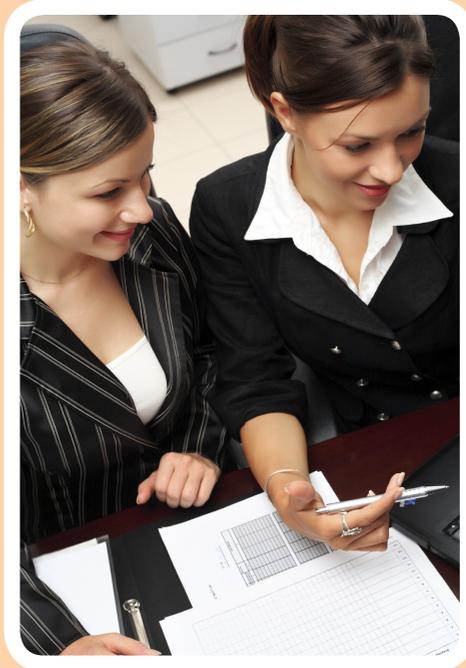
Time management is key. As a line manager, try and avoid:
Wasting time on less important tasks when really important ones need doing
Neglecting problems – they may worsen if they not dealt with
Forgetting to take time for personal development
Neglecting your family, your social life or your relaxation activities

CMI says...

Developing trust is fundamental for line managers. You should avoid:
'Talking the talk' but not following through on promises
Using authority as a means of control
Being inconsistent
Taking trust for granted – it can be destroyed more quicker than it's built

Skills you'll need
Leadership, management and coaching skills

- Asking powerful questions that will encourage discovery and learning rather than giving the answer
- Always holding the 'bigger picture' for your member of staff – this means understanding what your member of staff can achieve and helping them to realise it. It's important to believe that a person is capable of growing otherwise you may limit them.
- Encouraging people to ask questions. This is a great way to promote learning and understanding. We were happy to ask as children – why did we stop asking?



Your leadership and management skills can be continually developed. You'll also need to stay up to date with business practices. Remember to discuss this with your own manager and plan your own learning and development for the year. (Being seen to be learning continually can be a powerful motivator for your team, as well as being invaluable to you!)

For more information on developing leadership and management skills, including coaching skills, see the Useful Information section, page 18.

Coaching

A good coach believes that you have all the answers within you and that through their intentional listening and powerful questioning they will enable you to find solutions and clarity.

LEARNING METHODS

CMI says...

As a coach in the workplace, you'll need excellent interpersonal skills, including:

- A caring, patient and supportive approach
- Awareness of your own strengths and weaknesses
- Good communication
- Good listening and questioning skills

LEARNING METHODS

'Coaching gave me the opportunity to reflect on my goals and how I was approaching them. I was then able through my coach's facilitation to produce an action plan to achieve my goals. Coaching has given me more clarity about my skills and how I can use them.'

The essentials

Maths and English in the workplace

English and maths are two basic skills that all of us use on a daily basis, and both affect our success in learning a variety of other new skills. ICT - using computers and other technological devices - has become another essential skill and can support the development of maths and English skills.

Whilst there are many people who struggle with maths and English, very few adults have no reading, writing or spoken English skills. Most people have a 'spiky profile', with strong and weak areas, often as a result of their experience. For example, a person may have limited literacy skills because they missed out at school but manage their money effectively; or a graduate in a technology subject may struggle to spell words but have high technical skills. We all have skills areas where we don't feel confident – it might be reading 24-hour timetables, spelling unusual words, using commas or speaking in public.

Managers may not be aware of maths and English support needs in their team, as most of us develop strategies for coping in areas where we are less confident. Your team members may not feel comfortable discussing these types of needs but, if they aren't addressed, they can have a

substantial impact on the business and the individual.

As part of your planning for learning and development, you will want to consider whether limited maths or English skills are having an impact on the performance of your team. You may notice signs that suggest that members of your team would benefit from support.

These may include:

- Being unsure about answering questions about time (e.g. How long ago? For how long?) or weights & measures
- Using a limited range of punctuation when writing
- Getting confused between the past and present tense
- Giving out the wrong change



everyone needs to update and 'brush up' skills on a regular basis – particularly skills that may be needed more in the modern world (e.g. writing skills for sending emails). It's important that you are seen to be constantly learning and updating your own skills.

There are tools and initiatives which can help you and your team to assess your skills and plan to improve them if necessary. Your learning and development team may also work with internal and external providers who can run assessments. Once you are aware of any needs, you will need to incorporate these into your team's learning and development plan.

For those who struggle with poor maths or English skills, admitting they have a problem can be a huge hurdle to overcome. It may be something that they wish to deal with outside of work. You can refer them to national careers and skills services, which provide confidential advice. For more information see the Useful Information on page 18.

- Reluctance to take on any responsibility with money e.g. petty cash, operating a till
- Struggling with using a calculator or spreadsheet
- Struggling with putting items in ranked order e.g. from the biggest to the smallest
- Wrong spelling of simple words
- Reluctance to take on tasks involving writing things down (e.g. taking telephone messages) or calculations
- Inconsistent use of upper and lower case letters, particularly in the middle of words
- Poor handwriting
- Extremely well developed memory, which may be the flip side of not writing things down

Remember not to jump to conclusions. There may be other reasons for these characteristics.

You may feel nervous about discussing maths and English needs, but the best approach is to have an open conversation. Discuss any needs as skills requirements rather than problems, in just the same way you would discuss the skills needed to operate a new piece of equipment or use a piece of computer software. Stress that

E-learning
Learning via a computer is a great way for staff to learn at their own convenience and in their own time. The down side is that they can be interrupted by their colleagues and can't always ask questions. Make sure they focus on learning for a set time, and that colleagues are aware of this.

LEARNING METHODS

The challenges of the 21st century global economy require a workforce who are continually curious and keen to develop and learn. Some employees will be more motivated than others to meet this challenge. Often it comes down to team culture and the manager creating an environment where learning and development is respected, supported and expected, and where the benefits to the individual are made open and clear.

Mentors
Don't struggle alone – learn from someone else's experience and knowledge. Mentors are people who have had experience in your field. They can tell you how they overcame obstacles, developed their own career and what they've learned. You can use them as a sounding board and advisor.

LEARNING METHODS

CMI says...
Mentors are an invaluable source of support and advice. They can:
Provide you with objective support in developing new skills and directions
Get you access to someone who understands the organisation's culture and ways of working
Give you the opportunity to gain help and guidance to support your career development

'When you notice how someone has improved as a result of a specific development opportunity – tell him or her, and make it explicit how the improvement links back to the learning.'

If there isn't a mentoring scheme where you work, identify someone whose work, values and experience you admire and relate to, and ask them if they would be happy to be your mentor.

Overcoming obstacles

How to build a learning culture

Overcoming obstacles How to build a learning culture



CMI says...
As a line manager, your own development is important. Try to avoid:
Trying to tackle everything at once – tackle each area one at a time
Being too ambitious – development normally takes place in incremental steps
Being afraid to ask for help from your own manager, colleagues or HR department
Forgetting to reflect on and evaluate your own learning experiences

Through strong leadership and small changes you can overcome obstacles and build a learning culture. Here are some ways to start:

Talk about people's development – often

Open communication between manager and staff is the key to a productive working relationship. This includes discussing skills, knowledge and areas for further development. Have a conversation with staff before and after development activities. Make sure you always present any sort of development in a positive light, as an opportunity for the individual and the team, rather than as something to remedy a problem or something imposed by senior management.

Recognise and validate staff's learning and development

Positive behaviour (in this case, continuous learning) is strengthened through acknowledgement and praise. When you notice how someone has improved as a result of a specific development opportunity – tell him or

her, and make it explicit how the improvement links back to the learning.

Walk the talk

Consider your own development needs and take action. When people see that personal development is important to all levels and job roles they will be more likely to engage in it themselves (see the section on Skills You'll Need on page 7).

Nominate a champion

Learning champions are people in the workplace who will promote learning and development to their peers. If your workplace is unionised, you may already have Union Learning Representatives who will act as learning champions. If not, ask a member of staff who is interested in Learning and Development or has benefitted from it recently – there will always be at least one! Communicating the benefits or learning through word of mouth and personal experiences is very powerful.

Build a common language

Have a clear understanding of the difference between learning and training. Your team need to know that training is one of the many ways to learn and that learning is taking place every day in all sorts of formal and informal ways.

Explain why

If you ask your team members to attend training, they need to understand why they need that particular skill/knowledge and how it will benefit them. After they have done the training, they need early opportunities to put it into practice or many of the benefits may be lost.

Tasters

If you have reluctant learners, think about using fun and bite sized learning that is not related to work (e.g. holiday Spanish) to get them engaged. Research shows that a positive learning experience is a key motivator to continue learning.

Dealing with time and money

Time and money are often in limited supply, on top of which there are also deadlines to meet. The good news is that some types of learning are offered free e.g. most maths and English courses that give people a first Level 2 qualification (equivalent to grade A*-C at GCSE). Learning can also be delivered in different ways, such as online and at a work station, which can reduce the amount of time that people spend away from their tasks.

Use what you do already

You can also enable learning that doesn't rely on time and money by using what you do currently on a day-to-day basis to create a learning environment:

- Use team meetings and away-days for brain storming, creative thinking or team quizzes
- Use one to one meetings to discuss what staff might have learned from the previous week's work
- Always use appraisal meetings to discuss learning and development planning.



Overcoming obstacles How to build a learning culture

Build on relationships

Once a month, invite one of your partners or stakeholders to give a presentation and question and answer session at work. You may only need to spend the cost of tea and coffee.

Set up shadowing partnerships where staff can learn from each other. This can lead to better understanding of what other employees do and result in more productive joint working.

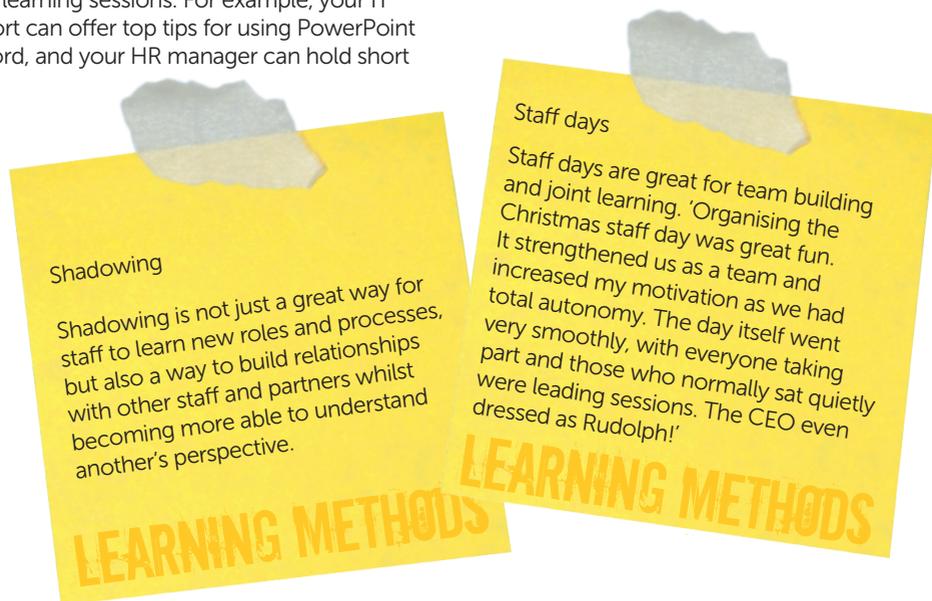
Ask people from different departments to offer quick learning sessions. For example, your IT support can offer top tips for using PowerPoint or Word, and your HR manager can hold short

sessions to answer questions on performance management.

Encourage staff input

Following development opportunities, ask staff to write a short paragraph listing the best thing about the course, the most important thing that they've learned already and whether they would recommend the experience to others.

Ask people to share the key things they have learned at team meetings.



TAKE PART

Learning at Work Week is the biggest annual celebration of workplace learning and skills. It's a perfect opportunity to put the spotlight on the importance of continual development at work, enthuse employees about learning and let them know the learning opportunities available all year round. Companies and organisations across the country put on special activities and events, from award ceremonies to taster sessions delivered by colleagues. The Campaign for Learning co-ordinates the week and provides planning advice, activity ideas and promotional materials. **Visit: learningatworkweek.com**

Pearson TalentLens on

How to engage #Millennials

If you are a pre 1980's child, the chances are that millennials (bn. 1980 – 2005) are more technologically adept than you'll ever be. Why? Because like a child with a bilingual parent, they were exposed immediately, rather than having to play catch up.

From a business perspective, having young employees who are tech literate has obvious advantages but a common complaint is that social media can hinder a young person's performance at work, due to the sheer volume of platforms they have to choose from and feel that they must maintain. This perceived lack of concentration is just one of the issues that managers of millennials have experienced in recent years.

Another key difference is in millennials' values. An example of this is the priority they place on their development and progression versus their job security. Being born into a world of technological flux, they are hyper-connected and are thus more aware of the opportunities the world has to offer. They are much more likely than previous generations to change jobs every two-three years as they search for new development opportunities. As we all know, gone are the days of a job for life.

How innovative a company is has a large influence on whether millennials want to work there – they want to be subjected to new experiences

where they can learn and further their progression. For companies, this means that they must actively think about how millennials can be assigned to projects and importantly, a mentor, so that they are simultaneously challenged and guided. If embedded effectively, this approach will engage and stimulate the younger worker and promote inter generational communication across the business.

Failure to consider this could potentially result in an 'us and them' culture, higher staff turnover and the subsequent need to recruit more often. From a starting point therefore, it is vital to onboard people with values and ability that can be aligned with the organisation and role respectively.

An objective way of achieving this is via the use of psychometric testing – 75% of the Times Top 100 use aptitude and personality assessments, with Critical Thinking skills shown to be more predictive of performance than A Levels or degree class.

Overall, millennials do present a lot of challenges but they are only the product of the times. Ultimately, they want what you do – a demanding and rewarding job and the chance to develop. Taking the time to recruit and develop them effectively will only benefit the business.

@MattMillennials



Overcoming obstacles How to build a learning culture

It's basically all about getting people engaged and enthused

A learning culture doesn't happen overnight, but your actions and attitude will make a huge difference to how learning and development is perceived.

To engage with your staff really effectively, remember to:

Give people choice

People have different learning preferences, rates of learning and areas of interest. Why restrict people's learning and development to their job skills? Help them learn and develop in areas that they will find interesting and they will quite naturally become more positive, productive and valuable to your organisation. Offer relevant learning in as many ways as you can.

Focus on learning, not training

Talk about learning rather than courses. People respond to appropriate learning because:

- It benefits and interests them
- It helps them to grow and to develop their natural abilities
- It helps them to make a difference
- It helps them to feel good about themselves and their work

Learning describes a person growing, whereas training describes and commonly represents a transfer of knowledge or skill for organisational

Space to Reflect

- What activities and events already exist that you can use more productively?
- Identify some of your key partners/ external relationships that you could approach to share learning.
- Identify current areas of good practice that you can build on.

Building a Learning Culture

'To Do' List

- Ask your learning and development manager to run L&D drop in sessions
- Run regular presentations and coffee mornings
- Organise staff days which include L&D sessions
- Use existing meetings, one to ones, appraisals, team meetings etc. for learning and sharing
- Use your stakeholders and partners for quick presentations and question and answer sessions
- Ask your line managers to publicise their own learning courses/what they do
- Ask staff to share their learning
- Be really careful about what learning is/means and includes
- Develop a network of learning champions
- Publicise and promote development opportunities in a regular and consistent format
- Create an environment of trust – people are rewarded for trying
- Promote knowledge sharing as an expectation not a bonus

Enjoy your continued development!

gain. Point out how learning takes place naturally as part of people working together e.g. someone showing a colleague a shortcut on the computer or a quicker way to complete a process.

Learning and development is key to effective and motivated staff. It's also key to you as a manager being effective and motivated. Learning should be fun, fulfilling and shared.

CMI's five steps to your Management Makeover!

Now you've had a chance to see how you as a manager can really make a difference to your team's learning, here's the CMI's five steps to start your management makeover.

1. Stop excluding. Start including.

- Support diversity - recognise and value difference in your organisation and team.
- Be an ethical leader and link your organisation's principles and values to your own. Make decisions based on your company's ethical framework.
- Create a positive culture where people feel happy. Appreciate their work, support curiosity and don't be afraid of celebrating failure!

2. Stop controlling. Start coaching.

- Use your coaching know-how to start empowering and trusting your staff.
- Listen, ask questions and ask for feedback. Don't interrupt and dictate.
- Coach often, it shouldn't be once a year!

3. Stop confusing. Start clarifying.

- Keep your communications simple – would a 10 year old understand it? Avoid jargon and check your team's understanding.
- Avoid ambiguity and be clear about who makes which decision.
- Make sure your objectives for your team are clear and SMART and are linked to your organisation's strategy.

4. Stop resisting change. Start embracing it.

- See change as positive – bringing opportunities and flexibility.
- Approach any change with clear communications and people skills.
- Focus on communication, collaboration, shared goals and aligned interests. Be prepared to change course!

5. Stop competing. Start collaborating.

- Make your team open to collaboration in the workplace.
- Commit to work with other teams.
- Celebrate your failures – reflect, learn and move onwards and upwards.



Useful information

including support for skills development and workplace learning

National careers and skills development services

The National Careers Service (England) aims to help people make informed decisions about careers, skills and training. The service is free and confidential and available by searching online for the National Careers Service or calling 0800 100 900.

nationalcareersservice.direct.gov.uk

Skills Development Scotland is the national skills body supporting the people and businesses of Scotland to develop and apply their skills. It supports employers and organisations through 'Our Skillsforce'. The 'My world of work' service offers career and skills advice to individuals.

www.ourskillsforce.co.uk

www.myworldofwork.co.uk

Career Wales provides information, advice and guidance on learning and career options for adults. Its website has a range of tools and information on the support that is available.

www.careerwales.com

Careers Service Northern Ireland provides professional advice career development including information on courses and training.

www.nidirect.gov.uk/careers

Useful organisations and initiatives

The Campaign for Learning develops resources which support workplace learning through Learning at Work Week and its wider initiatives. Its website also includes information

on a range of organisations and websites which offer skills development, templates and tools for a range of business areas, including training needs analysis, understanding motivation and employee engagement.

Visit the Workplace Learning section at www.campaignforlearning.org.uk

Learning at Work Week is the largest annual celebration of workplace learning and skills. Companies around the country organise special activities to engage employees in learning. Free advice and practical materials for running events are available. The Learning at Work Week website also includes up to date details of initiatives which support learning and skills development, including support for numeracy and literacy.

www.learningatworkweek.com

Investors in People has information on best practice standards for managers and staff, and a range of tools and resources for supporting and developing people at work.

www.investorsinpeople.co.uk

Unionlearn helps unions spread the lifelong learning message to their members. It provides education and training services which support unions and their Union Learning Representatives to access and progress through lifelong learning based on quality standards.

www.unionlearn.org.uk

The 'Leading on Learning' guide has been produced by the Campaign for Learning in partnership with the Chartered Management Institute and Pearson TalentLens



The Campaign for Learning is a national charity which aims to stimulate a love of learning for life that leads to positive change.

To do this, we act as a catalyst and facilitator for research and debate into how society can best support people of all ages to learn through their lives. We build opportunities for people who do not currently benefit from learning, but for whom the chance to learn will make a material difference to their lives.

To find our more visit campaignforlearning.org.uk



TalentLens is owned by Pearson plc, the FTSE 100 company and publisher of the FT.

We are experts in occupational testing, enabling you to recruit and develop the right candidates in the correct way.

Critical Thinking has been proven to be a higher indicator of success than A Levels or Degree Class - our assessments help our clients to select in the highest calibre candidates.

We offer a portfolio of off the shelf and bespoke assessments.

talentlens.co.uk



Make today seriously successful

As a Line Manager you will know that in today's business environment it's about working smarter – improving efficiency and maximising resources to maintain a competitive edge.

Improve your team's performance, increase your organisational agility and develop your skills whilst at the same time saving money on expensive training and development with ManagementDirect, the definitive online management and leadership resource from CMI. For further details visit:

www.managers.org.uk/leadingonlearning

Learn from the best

CMI Achieve is a mentoring programme, designed to provide practical support to line managers at all levels of their management career, it is unique in that its focus will be entirely on improving management and leadership skills. Through CMI Achieve, more

experienced managers and leaders share their skills and experiences to help others further develop their management skills. Mentoring provides the opportunity for a learning experience for both mentor and mentee and elevates knowledge-sharing to a practical level. For further details visit:

www.manager.org.uk/achieve

Put your leadership skills in the spotlight...
...with Chartered Manager status. Becoming a Chartered Manager is about more than just aiming high – you can also deliver over £360,000 of added value to your organisation.

As a formal indication of your skills, experience and commitment to excellence in management, the Chartered Manager award is a highly coveted status, and the highest level of certified recognition achievable within the profession.

For further details and to find out how you can become Chartered in as little as 6 weeks contact: cmgr@managers.org.uk alternatively call 01536 207429 and quote Leading on Learning

Please note: The information available in this booklet is designed to provide general information only. Whilst every effort has been made to ensure that the information provided is accurate, it does not constitute legal or other professional advice. The Campaign for Learning cannot be held responsible for the contents of any pages referenced by an external link.

Ever wondered how to make learning and development an integral part of your team's daily business? The 'Leading on Learning' guide will show you how to build a learning culture without the need for a huge investment in money and time. It looks at the ideal manager in terms of developing staff, and gives you practical suggestions for planning, evaluating, promotion, supporting essential skills and overcoming obstacles for learning. This useful guide also includes 'fast facts', 'space to reflect' and 'to do lists' to help you build a positive learning culture.

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campaignforlearning.org.uk



managers.org.uk



selection critical thinking development

Talentlens.co.uk