Corporate Learning Survey 2017

Examining organisational challenges in 2017 and beyond, and the role played by executive development and learning

Henley Business School
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Welcome to the 2017 Henley Corporate Learning Survey

Now in its eighth year, the survey acts as a barometer of the learning and development priorities of organisations in the UK and around the world, and tracks the ways in which directors and managers respond to internal goals and external contexts. This is the first survey we have conducted since the UK Brexit vote and Donald Trump won the US presidency. As well as these and other issues, change (both internal and external) is clearly a theme in this year’s survey results. Organisations report that the speed of change is a major challenge and that the particular impact and significance of events on organisations are, as yet, unknown.

Subsequently, a further theme of these findings is the need for organisations to be ready to act in response to future challenges. There is a clear focus on staff development at all levels of an organisation and agility, adaptability, resilience and being nimble are words used by some of our respondents in comments. In the development of these organisational and executive attributes we believe that business schools, such as Henley, have an important role to play.

Thank you to the 446 respondents who took part in our questionnaire, and to the Henley faculty who have provided their analysis of the results. We hope that you find the research helpful in highlighting some of the issues and strategies within organisations like yours, and we look forward to hearing your views on the outcomes of this year’s survey.

“The Corporate Learning Survey is integral to understanding the changing needs and priorities of organisations and their plans for professional development.”

Steve Ludlow
Head of Executive Education
Executive summary

Organisational challenges

• Change, both its speed and trying to achieve it, is the top challenge facing organisations in the next three years.

• External events in 2016 – including political, economic, technological and other, and megatrends – were reported as those which are likely to have greatest impact on organisations going forward.

• Some organisations stated that they did not yet know which events or factors would end up having the greatest impact on them.

Learning and development plans

• Within this context of uncertainty, organisations in 2017 are more likely than in previous years to feature staff groups at all levels of the organisation in development plans, where previously there has been greater focus on executive and senior management.

• More respondents also forecast year-on-year increases in their learning and development budgets, with 35% forecasting an increase compared to 28% in last year’s survey.

• Technology and professional services firms were the most likely to forecast a budget increase, with public sector organisations the least likely to do so, among the five sectors analysed.

Learning and development formats and partners

• For executive and senior management, coaching is again the preferred development format, with a year-on-year rise in popularity for blended learning (some online, some face-to-face), which is now the second most preferred format ahead of classroom learning.

• External coaches, followed by business schools and then consulting companies, are the most likely providers to be used for work with executive and senior managers.

• This 2017 report reveals that 82% of respondents will operate internally-run programmes, while 59% report that they will use customised externally-run programmes. Externally accredited programmes will be used by 43%, and open programmes by 35% of respondents.

Selecting a provider and the role of business schools

• When selecting a business school partner, respondents look for the highest quality of teaching and learning, cutting-edge knowledge and methods, thought-leadership, and access to learning via networking, and access to ideas from other sectors.

• Open-ended answers also provide clear themes around the role of thought leadership and the broad knowledge being provided by business schools; the challenge for business schools is to deliver this thinking to organisations in a way in which these ideas have the greatest impact on practice.
Organisational and development priorities

1.1 Organisational challenges in the next three years

After two years of stability in the findings of the Corporate Learning Survey, where internal factors such as leadership and management capability were the top challenges, in 2017 the survey results are somewhat different. This year, the single most selected organisational challenge by our sample of 446 managers and directors is the ‘speed of change’, which was only the fifth most reported challenge in 2016. This is followed by the need to achieve cultural change – which was not in the top three in previous years. Succession planning, which is new to the survey in 2017, was the fourth most reported organisational challenge. Developing leadership and management capabilities are clearly ever-present challenges, but the respondents also feel that the next few years are likely to be preoccupied with responding to, and expediting, change while also managing costs.

“...we need our leaders to be nimble, to be able to adapt and change direction quickly, along with allowing innovation and supporting a culture of accepted failure - all in order that, organisationally, we can adapt and excel in a faster world.”
Survey respondent

<table>
<thead>
<tr>
<th>Organisational challenges in the next three years</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2015</td>
</tr>
<tr>
<td>Speed of change</td>
<td>4</td>
</tr>
<tr>
<td>Achieving cultural change</td>
<td>5</td>
</tr>
<tr>
<td>Managing costs</td>
<td>2</td>
</tr>
<tr>
<td>Succession planning</td>
<td>-</td>
</tr>
<tr>
<td>Organisation-wide leadership capability</td>
<td>1</td>
</tr>
<tr>
<td>Effectiveness of management teams</td>
<td>3</td>
</tr>
<tr>
<td>Managing growth</td>
<td>6</td>
</tr>
<tr>
<td>Addressing technological advances</td>
<td>8</td>
</tr>
<tr>
<td>Regulatory/political uncertainty</td>
<td>13</td>
</tr>
<tr>
<td>Accessing and implementing new ideas</td>
<td>7</td>
</tr>
<tr>
<td>Major re-organisation</td>
<td>10</td>
</tr>
<tr>
<td>Organisational diversity</td>
<td>14</td>
</tr>
<tr>
<td>Managing globally</td>
<td>12</td>
</tr>
<tr>
<td>International competition</td>
<td>11</td>
</tr>
<tr>
<td>Domestic competition</td>
<td>9</td>
</tr>
</tbody>
</table>
The impact of events in 2016 upon organisations

Respondents were asked to answer an open-ended question, writing in their own words what impact events of 2016 would have on their organisation. The question was answered by 198 respondents, producing some clear themes ranging from: political change to currency fluctuations; the Brexit vote to technology disruption. Respondents’ comments have been categorised into broad groupings in the table below, with the number of comments referencing each topic in brackets.

<table>
<thead>
<tr>
<th>Theme</th>
<th>Subcategory (number of answers referencing topic)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Political and regulatory landscape</strong></td>
<td>National and international political change, uncertainty (e.g. Brexit, US election) (89)</td>
</tr>
<tr>
<td></td>
<td>Recent regulatory or legal changes (14)</td>
</tr>
<tr>
<td></td>
<td>Globalisation, megatrends, speed of change, technology disruption, cyber security (27)</td>
</tr>
<tr>
<td><strong>External factors</strong></td>
<td>Commodity prices, currency fluctuations, adverse funding and market conditions (34)</td>
</tr>
<tr>
<td><strong>Internal challenges</strong></td>
<td>Change management, M&amp;A, restructuring, downsizing (18)</td>
</tr>
<tr>
<td></td>
<td>Talent retention, attraction, diversity (10)</td>
</tr>
</tbody>
</table>

A sample of the verbatim answers shows the lack of certainty many respondents feel about the future and how it will affect their organisations. Some comments also reveal how organisations are preparing themselves to be able to respond to future events.

“Several Corporate Learning Survey respondents mention the need to be agile and to be able to respond to changing and uncertain external contexts. Organisational leaders can best learn to be agile when they have different contributors around the top table with a range of “complementary differences” on offer.

If the organisation and its strategy revolve around one or two people at the top only, then the likelihood of the organisation coping well during uncertain times is minimal. The organisational approach to leadership needs a complete shift in emphasis from hero-based to team-based leadership. It is almost impossible for an individual to be a complete leader and that is why distributed, team-based leadership allows an organisation to be so much more resilient.

Quite simply, having a rich variety in a leadership team dramatically improves the chances of successfully reacting to events because, an unexpected change hits us, we have the ability to draw on the right contributions at exactly the right time.”

Professor David Pendleton
Professor in Leadership
What impact have the events of 2016 had on your organisation?

• ‘Brexit – learn how to grow in uncertain scenarios’
• ‘Brexit, which will impact every company in some way. Keeping informed of the negotiation process and the possible impacts is of a high priority’
• ‘Downsizing, work hard to maintain morale and keep people positive by continuing to develop staff’
• ‘Brexit – political upheaval and complexities of how this will work across a European company’
• ‘Megatrends. Strategic outlook. Adaptability, resilience, leadership’
• ‘Brexit – we will be exposed to a large degree of uncertainty in terms of financial services regulation. Our organisation has been designed to be nimble and flexible with regard to changing legislation and we will rely heavily upon this structure to ensure we are responsive to change’
• ‘The drop in oil prices had the biggest impact and hopefully it will allow for more economic diversification and innovation’
• ‘Currency fluctuation, drop in oil prices all had a huge impact on the organisation’s profitability’
• ‘The business is going through a change currently and has been strategically placed to be resilient in the immediate term from the major events of 2016’
• ‘Brexit and the potential impact on infrastructure investment. Continuous review of organisational design – building agility in both organisational and people capabilities’
• ‘Commodity downturn leading to massive cost cutting, need to restructure and change the culture in the organisation, become more customer-centric and fix the basics’
• ‘Train staff in cyber security awareness’
• ‘Don’t know which will have the biggest impact yet but we are developing leaders to cope with change effectively, be nimble …’
• ‘Brexit, make sure we have a competitive edge to offer our colleagues and attract new ones’
• ‘Technology advancement – we will continue to innovate and provide value to our clients’
• ‘Mossack papers – increase knowledge of regulations, compliance and risk’
• ‘World velocity of changes, and big data’
### 1.2 Development priorities for key staff groups

<table>
<thead>
<tr>
<th>2017 particular development priorities for each staff group</th>
<th>Executive and senior management rank</th>
<th>Middle management rank</th>
<th>High potentials rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership capabilities</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Strategy execution</td>
<td>2</td>
<td>10</td>
<td>12</td>
</tr>
<tr>
<td>Leading in a complex, uncertain environment</td>
<td>3</td>
<td>7</td>
<td>11</td>
</tr>
<tr>
<td>Strategy formulation</td>
<td>4</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Managing reputation and risk</td>
<td>5</td>
<td>13</td>
<td>10</td>
</tr>
<tr>
<td>Coaching skills</td>
<td>6</td>
<td>2</td>
<td>13</td>
</tr>
<tr>
<td>Developing management teams</td>
<td>7</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Entrepreneurial thinking</td>
<td>8</td>
<td>14</td>
<td>9</td>
</tr>
<tr>
<td>Innovating successfully</td>
<td>9</td>
<td>12</td>
<td>9</td>
</tr>
<tr>
<td>Emotional resilience</td>
<td>10</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Peer-to-peer leadership</td>
<td>11</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>Customer engagement</td>
<td>12</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Commercial acumen</td>
<td>13</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>Leading major projects</td>
<td>14</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Leading upwards</td>
<td>15</td>
<td>11</td>
<td>7</td>
</tr>
</tbody>
</table>

According to the greatest number of respondents, the development priorities for executive and senior management are identified as the need to be able to lead, especially in a complex and uncertain environment, as well as to execute strategy. These three most selected development priorities are actually the same as in last year’s study but the development area of biggest change for senior management is the need for entrepreneurial thinking, which has moved up from thirteenth to eighth place, perhaps growing as a priority in response to external uncertainty.

For middle management, the development priorities are perceived to be greater in number than for either the high potentials or executive managers, with 266 more individual priorities being selected for middle managers by our sample than for executive and senior management. The most selected priorities for middle managers are: leadership (ranked first), coaching skills (second), followed by customer engagement (third).

The high potential development list again identifies leadership as the key development priority, as it is across all levels of the organisation, followed by customer engagement; however, this year, emotional resilience is the third most identified development priority, with commercial acumen and entrepreneurial thinking in fourth and fifth position.
The speed of change is increasing exponentially and, not surprisingly, this is the theme of the 2017 Corporate Learning Survey results. As just one example, our lives have been transformed by technological development and disruption, and the same changes which organisations and employees are facing are being felt by their customers too. While it is great to see that organisations understand the need for focusing on customer engagement for high potentials (ranked second) and middle management (ranked third), it is worrying that it is not regarded as more important for more senior management (ranked twelfth). A focus on customer engagement is absolutely vital, now more than ever, and if this only falls outside senior management groups it is easy to see why their teams are struggling, and why emotional resilience is also a key development issue for high potentials.

High-profile recent events, affecting organisations across a number of sectors, have shown that a lack of customer engagement at the highest levels in organisations can make challenging customer-facing situations even more difficult, sometimes causing lasting reputational damage.

Professor Moira Clark
Professor of Strategic Marketing,
Director of the Henley Centre for Customer Management
1.3 Development plans for key staff groups

"We’re placing a lot of focus on ensuring our culture is able to manage consistent change, that our people are seeking out new ways of doing things, working with teams rather than individual development, reading, learning, networking, collaborating, staying updated to the best of our ability."

Survey respondent

There are significant changes in development plans compared to previous years. Previously, development plans had focused on executive and senior management but in this 2017 survey there is greater emphasis on first-line managers, high potentials and middle management. This year, most respondents report that they are ‘very likely’ to include high potentials in their development plans.

<table>
<thead>
<tr>
<th>Staff groups to be included in people development plans for 2017</th>
<th>% ‘very likely’ to be included in plans</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2015</td>
</tr>
<tr>
<td>Executive and senior management</td>
<td>57</td>
</tr>
<tr>
<td>Middle management</td>
<td>34</td>
</tr>
<tr>
<td>High potentials</td>
<td>43</td>
</tr>
<tr>
<td>First-line managers</td>
<td>16</td>
</tr>
</tbody>
</table>

Unsurprisingly, Brexit and other external factors are looming large and there is a stronger sense of cautious growth and internal development focus in the 2017 Corporate Learning Survey. The ambiguity in the external environment means that organisations are perhaps looking to internal succession and current staff development to engage and support the engine room in these uncertain times.

This is perhaps why the results indicate that organisations are focusing meaningfully on emotional resilience, line management capability and the leadership development of high potential staff groups. The executives responding to the Henley survey this year are, therefore, demonstrating an understandable focus on engagement and development.

Nick Kemsley
Executive Fellow
2. Organisational and development priorities

2.1 Preferred learning and development formats

Respondents were asked to nominate the formats for each staff group which, in their view, are the formats preferred by that group when undertaking learning and development. The charts below show three-year trends for executive and senior management, and for high potentials.

![Executive and senior management - preferred formats](image)

In 2017, as in previous years, coaching has been selected by the greatest number of respondents as a preferred format for senior management, but this year blended learning (a mixture of face-to-face and online learning) has overtaken purely classroom-based learning for this group. In fact, there has been a jump of 10 percentage points year-on-year for this type of learning for executive and senior management.
Preferred formats for high potentials are: coaching, followed by both blended and classroom-based learning. For both groups, purely online learning is the least often selected as the preferred option, though there has been a growth of 13 percentage points for this format among high potentials since 2015.

As there is continued growth in the use of external coaches by organisations, so there is growing interest in the professionalism and accreditation of those coaches. Organisations now expect their coaches to have professional accreditation and be a member of a professional coaching body.

An experienced and professionally accredited coach is essential for many top executives because, while the coach takes no responsibility for the challenges or problems faced by an organisation, they do provide both the space and process for those executives to think about those issues that need addressing.

Because of their distance from the organisation, the coach is able to ask the provocative questions that need to be asked with no vested interest in the answer. For an executive at the very top of the organisation, living with ambiguity and uncertainty on an ongoing basis, this is absolutely vital because they often can’t talk to contacts outside of the organisation and internal colleagues are unable to provide the objectivity needed.

Dr Jonathan Passmore  
Director of the Henley Centre for Coaching
2.2 Types of programmes planned for 2017

The survey asked about the types of programmes planned for 2017 and more than four in five of respondents who answered report that internally-run programmes are planned for this year, followed by around three in five who are planning external customised programmes. Four in ten are planning external accredited programmes for their staff, while around a third will be planning open programmes.

<table>
<thead>
<tr>
<th>Learning and development programmes planned for 2017</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internally run</td>
<td>82</td>
</tr>
<tr>
<td>External – customised</td>
<td>59</td>
</tr>
<tr>
<td>External – accredited</td>
<td>43</td>
</tr>
<tr>
<td>External – open</td>
<td>35</td>
</tr>
</tbody>
</table>

2.3 Attitudes to online learning

The survey reveals a growth in blended learning for staff groups at all career stages – reinforced by the fact respondents were likely to agree or strongly agree with the statement that senior leaders can benefit from online learning, but were also likely to agree that online learning is suitable for many aspects of leadership development, but not all. Half of organisations agree that their organisation is comfortable to increase the ratio of online compared to face-to-face learning, but nearly two-thirds feel that it is impossible to replicate some aspects of classroom learning in an online environment.

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The combined issues of ‘speed of change’ and ‘leadership capability’ now need to be addressed at every level across the organisation. Henley’s response in both our Open and Custom programmes is to design programmes around specific key challenges and live projects facing executives. Our content has been designed to be flexible enough to be fully populated only once we understand these specific issues for our participants.

By involving internal teams and networks in the live projects, the learning quickly reaches further into the organisation than just any one individual or team. The development we provide through projects, coaching, online, classroom and teamwork delivers on those immediate issues but also, crucially, provides learning for the long term.

This is what organisations tell us that they need - a return on investment that is visible and that keeps on developing both organisations and individuals once the initial learning intervention is over.

Claire Hewitt
Head of Learning Design
Executive Education
3. Learning and development spending and delivery partners

3.1 Learning and development budgets

<table>
<thead>
<tr>
<th>Will your next learning and development budget be:</th>
<th>2014 %</th>
<th>2015 %</th>
<th>2016 %</th>
<th>2017 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Larger than the previous year</td>
<td>31</td>
<td>23</td>
<td>28</td>
<td>35</td>
</tr>
<tr>
<td>The same as the previous year</td>
<td>54</td>
<td>56</td>
<td>54</td>
<td>46</td>
</tr>
<tr>
<td>Smaller than the previous year</td>
<td>15</td>
<td>21</td>
<td>18</td>
<td>18</td>
</tr>
</tbody>
</table>

Against a backdrop of change and external uncertainty for many organisations, investment in learning and development in 2017 is growing. More organisations (35% of the sample) report that their next learning and development budgets are likely to be higher than in the previous three years of the survey. This predicted budget increase mirrors the plans for investing in the development of a greater range of staff groups shown elsewhere in the survey.

However, when the responses are analysed by sector there are some significant differences to be found between them. The largest five sectors by sample size are shown below.

**Compared to 2016, will your 2017 L&D budget be:**

- **Government/public sector**: Larger (23%), The Same (44%), Smaller (33%)
- **Financial services**: Larger (31%), The Same (51%), Smaller (18%)
- **Manufacturing**: Larger (32%), The Same (56%), Smaller (12%)
- **Professional services (law, accounting, consulting etc)**: Larger (40%), The Same (40%), Smaller (19%)
- **Technology/telecomms**: Larger (46%), The Same (34%), Smaller (20%)
What we see in the results of this research, and from our experience at Henley Business School more broadly, is that when facing ‘change’ organisations often equate it with the need to reorganise and therefore, usually, with the need to cut costs. When facing greater speed of change, rather than thinking “we need more resource and more ideas”, organisations too often feel: “we need to be leaner, more efficient”.

This results in massive workloads for managers who are expected to be able to adapt easily to this increase in expectations. Managers in today’s organisations are therefore becoming increasingly stressed, feeling pressurised and working long hours. This makes the organisation’s ability to adapt to change worse, not better.

This reaction of retreating rather than positively going out and grasping opportunities is not necessarily the best approach. At Henley we say that the busier you are, the more you need to stop and go up onto the balcony and see the view from there, because as an organisational leader, if you’re not thinking about the future of the organisation then who is?

Dr Suzanne Pollack
Executive Fellow
The Henley Leadership Programme
3.3 Types of provider used

The types of providers used for learning and development vary between the staff groups and, for senior and executive managers, an external coach, followed by business schools and consulting companies are the most likely organisations to be used.

Types of providers that organisations plan to work with in 2017, for each staff group

- **Senior managers**
  - External coach: 205
  - Business school: 60
  - Consulting company: 100
  - Training provider: 155
  - Internal trainer: 76
  - Internal coaching: 159
  - Other: 17

- **Middle managers**
  - External coach: 91
  - Business school: 83
  - Consulting company: 54
  - Training provider: 102
  - Internal trainer: 70
  - Internal coaching: 146
  - Other: 29

- **High potential**
  - External coach: 17
  - Business school: 21
  - Consulting company: 141
  - Training provider: 136
  - Internal trainer: 147
  - Internal coaching: 117
  - Other: 14
3.4 Important factors that influence who to work with

Factors considered 'very important' when choosing a provider

When looking at three commonly used external providers – business schools, consulting companies and training companies – the factors used to choose a partner vary according to the type of partner being sought. Training companies are most likely to be selected through a demonstration of value for money, efficiency of learning delivery and a tailored approach. The most important factors for consulting companies are: offering a tailored approach, provision of value for money, and the ability to impact upon performance.
Most organisations responding to the Corporate Learning Survey are likely to be operating in mature markets where making a difference is essentially the challenge of gaining competitive advantage. This is mostly about image and brand, which are becoming more important than products, and about developing contextual skills and understanding.

Essentially, this means helping organisations understand their place in the market and what they can do to improve versus their competitors.

Smart business schools are focusing on topics which are both contextual and current, but are also focusing on helping organisations to face up to, and work through, their problems through facilitation. This is where coaching is essential and will remain important because the coaching process helps individuals and teams get the help they need to achieve that continuous extra 1% improvement to be better than their competitors. Facilitation and discussion at the top level requires a very particular degree of faculty input, which only the top business schools can offer in order to provide that controlled facilitation for continuous improvement.

"Business schools are held to highest account out of the three types of organisations, across the broadest range of factors including: the quality of teaching and learning resources, cutting-edge practice, methods and knowledge, providing access to learning and networking with peers from other sectors, access to thought leadership, and the proven ability to impact on individual performance and business issues.

Professor Andrew Kakabadse
Professor of Governance and Leadership
Chairman of the Henley Directors’ Forum
3.5 The role of business schools

Respondents were asked what they consider to be the main benefits that business schools deliver in relation to achieving their organisation’s objectives. The question was answered by 250 respondents and have been categorised below.

<table>
<thead>
<tr>
<th>Theme</th>
<th>Subcategory (number of answers referencing topic)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current knowledge and future thinking</td>
<td>Thought-leadership, research, expertise, knowledge (92)</td>
</tr>
<tr>
<td></td>
<td>Innovation, ideas, theories, frameworks (40)</td>
</tr>
<tr>
<td></td>
<td>Cutting-edge, up to date, prepare for future challenges (38)</td>
</tr>
<tr>
<td>Breadth of ideas and perspectives</td>
<td>Diverse international/sector knowledge, multidisciplinary and holistic (52)</td>
</tr>
<tr>
<td></td>
<td>Networked learning (including peer learning) (38)</td>
</tr>
<tr>
<td>Reputation and quality</td>
<td>Credibility, prestige, accreditation of learning (36)</td>
</tr>
<tr>
<td></td>
<td>Academic rigour, teaching quality, professionalism (25)</td>
</tr>
<tr>
<td>Linking ideas with practice</td>
<td>Application of ideas, tailoring ideas from research to best practice (33)</td>
</tr>
<tr>
<td></td>
<td>Developing leadership and strategic thinking (16)</td>
</tr>
<tr>
<td>Learning environment</td>
<td>Immersive environment, out of day to day, time to reflect (18)</td>
</tr>
</tbody>
</table>

A sample of verbatim responses to the question, ‘What do you consider to be the main benefits that business schools currently deliver?’ underlines the role that business schools play for some respondents.

• ‘Tailor-made business leadership tools that prepare leaders for the increasing uncertainty in the business environment’

• ‘Intensive exposure to developmental learning, opportunity to move from day to day and focus on outsight’

• ‘Working with opinion formers, government. Understanding the big picture, having a global perspective to bring to local matters. Providing a conduit between research and practice’

• ‘Up-to-date combinations of theory, practice and multisector expertise to enable participants to improve their knowledge/skills with confidence in an intellectually challenging environment’

• ‘Ability to network and work through strategic objectives within a structured environment. Collaborative approach to learning’

• ‘Getting out of the company and the known business context to gain new perspectives and academic views as well as working together with other people on cutting-edge topics’

• ‘Insights into cutting-edge practices and wider industry thinking. Tailored approach to learning with a wide support network’

• ‘Structured and considered approach based on state-of-the-art knowledge’

• ‘High-quality development of individuals, external assurance of qualification/skills’

• ‘Providing the academic models and solutions, which may not be apparent or well used by external consultants’
The Corporate Learning Survey online questionnaire opened in May 2017. It was anonymous and received 446 respondents.

Respondents are based in 51 countries and their organisations have headquarters in 43 different countries.

Over half of respondents are either at CEO/managing director or director/head of department level.

**Methodology and sample**

- **Job role**
  - CEO/managing director: 13%
  - Director/head of department: 27%
  - Manager: 9%
  - Professional/technical: 7%
  - Other: 44%

- **Organisational annual turnover**
  - Up to £20m: 27%
  - £20m – £50m: 32%
  - £51m – £200m: 11%
  - £201m – £500m: 11%
  - £501m +: 9%

- **Number of employees in the organisation**
  - 0 – 100: 25%
  - 101 – 200: 56%
  - 201 – 500: 9%
  - 500+: 10%
Proﬁles

Steve Ludlow
Head of Executive Education
Henley Business School

Steve has responsibility for the strategic direction, product portfolio and continued international development of Henley Business School’s Executive Education activities. Steve is a member of the Business School’s senior management team and oversees the custom, open and tailored accredited programmes offered by Henley as well as The Henley Partnership and the Henley Centre for Coaching. He works closely with Henley Business School’s global network of campuses, offices and partners to co-ordinate its work for international clients in both the public and private sectors.

Claire Hewitt
Head of Learning Design
Executive Education

In order to achieve clients’ strategic goals, Claire Hewitt works with faculty and other expert contributors to design the most innovative learning programmes in the areas of leadership, coaching and organisational change. Claire is one of Henley’s executive coaches and a graduate of Henley’s MSc in Coaching and Behavioural Change. She delivers modules on customised programmes for high-proﬁle clients and has delivered on the elective module on Innovation for the Henley MBA.

Professor David Pendleton
Professor in Leadership

David is Professor in Leadership at Henley Business School, he is a chartered psychologist with a doctorate in Psychology from the University of Oxford. He is an Honorary Fellow of the Royal College of General Practitioners, he also holds Associate Fellow status at a number of leading business schools. He works internationally in Asia Paciﬁc, the USA and the UK. He specialises in the development of executive teams, leadership, management of organisational change, psychological assessment and executive coaching.

Dr Jonathan Passmore
Director of the Henley Centre for Coaching

Jonathan is a chartered psychologist and Executive Director of the Henley Centre for Coaching. He is programme director for the Professional Certificate in Coaching programme, and also contributes to the MSc in Coaching & Behavioural Change. He has substantial commercial experience working at board level in the public, private and not-for-proﬁt sectors. He has coached senior executives and politicians, including cabinet members. He has published 30 books, over 100 papers, and spoken at numerous events worldwide.
Moira is Professor of Strategic Marketing at Henley Business School and Director of The Henley Centre for Customer Management. She also serves as a consultant to a number of leading UK and international companies. Her major area of research and consulting is in customer management, social networking, customer retention and internal marketing. She has worked extensively in the area of culture and climate, its impact on retention and loyalty and the critical linkages between employee behaviour and customer retention.

Andrew joined Henley Business School in July 2013 after 30+ years at Cranfield School of Management. His current areas of interest focus on improving the performance of top executives, top executive teams and boards, excellence in consultancy practice, leadership, corporate governance, conflict resolution and international relations. His top team database covers 21 nations and many thousands of private and public sector organisations. Andrew is currently embarked on a major world study of boardroom effectiveness and governance practice.

Nick is an Henley Executive Fellow and Strategic HR Programme Director. He is an experienced senior HR leader, now working as a Senior Partner in Korn Ferry HayGroup’s people and organisational consulting practice with Boards and HR functions all over the world. He specialises in aligning organisation to strategy and increasing HR functional and individual effectiveness in the context of the new economic landscape. He has worked across 8 industry sectors, and has set up and led strategic HR functions in world-renowned businesses.

Suzanne is a Fellow at Henley Business School and her expertise lies in helping senior executives, and top teams, to reach their full potential through coaching and learning programmes/interventions. A strong emphasis is placed on achieving the highest level of personal performance to deliver excellent business, and personal, results. She is a co-director of Henley’s Leadership Programme and works on many other Henley programmes and coaching assignments.
The organisational approach to leadership needs a complete shift in emphasis from hero-based to team-based leadership. It is almost impossible for an individual to be a complete leader and that is why distributed, team-based leadership allows an organisation to be so much more resilient.

Professor David Pendleton
Professor in Leadership
Henley Business School