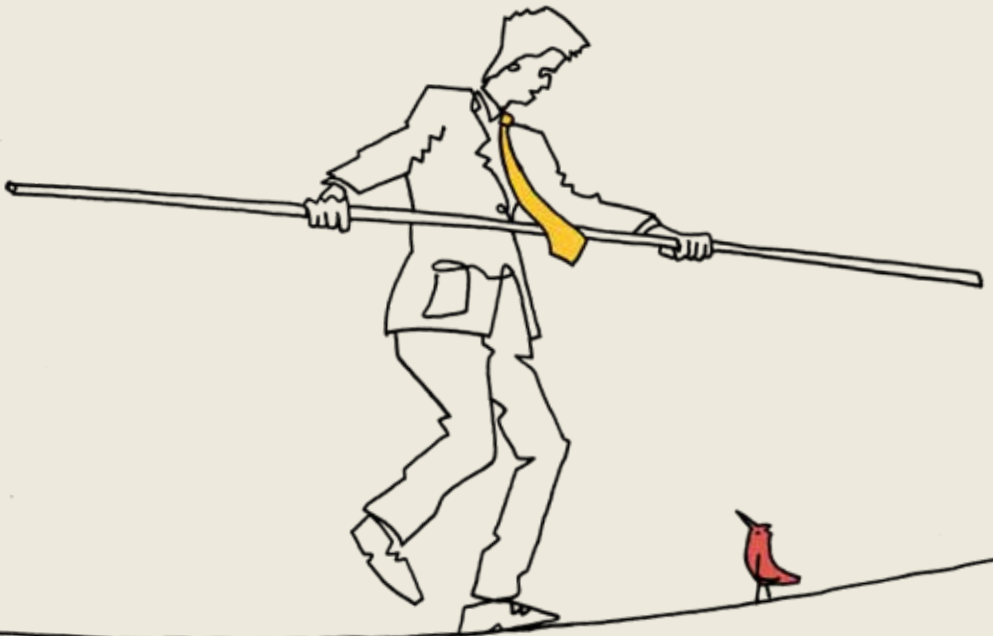




TRANSFORMATIONAL LEADERSHIP PROGRAMMES

*Developing an Agile Mindset
for Disrupted Times*



**FUTURE
TALENT[®]
LEARNING**

WHAT ARE THE THREE BEHAVIOURS YOUR FUTURE LEADERS NEED MOST?



At Future Talent Learning, we're on a mission to transform learning and help the next generation of leaders develop three keystone behaviours critical for future success.

Technology is disrupting the world of work. But technical skills alone aren't enough to achieve the near-Herculean task of organisational transformation. That requires the right mindset. And a sophisticated set of soft skills.

Specifically these include:

- 1 the ability to work in more **agile** ways,
- 2 the people skills to **collaborate** effectively and
- 3 the mindset to see organisational **transformation** as an opportunity and not a threat.



WHAT ARE THE FUTURE TALENT LEARNING TRANSFORMATIONAL LEADERSHIP PROGRAMMES?

We have two programmes.

The first is a 15-month programme
aimed at experienced managers.

The second is a 12-month programme
aimed at graduates, new entrants
and new managers.

Both aim to empower learners with
the capabilities, behaviours and
mindset needed to future-proof
themselves and deliver long term
organisational transformation.

Learning is supported by a blend of
virtual coaching, e-learning and digital
simulations. Live events can be added
if circumstances permit.

**Both are ideal for situations in which
learners are working from home, or
unable to meet face to face regularly.**



WHAT DOES IT COST?

Both programmes align to government apprenticeship standards (Levels 5 & 3).

That means they are both eligible to be funded 100% by the apprenticeship levy.

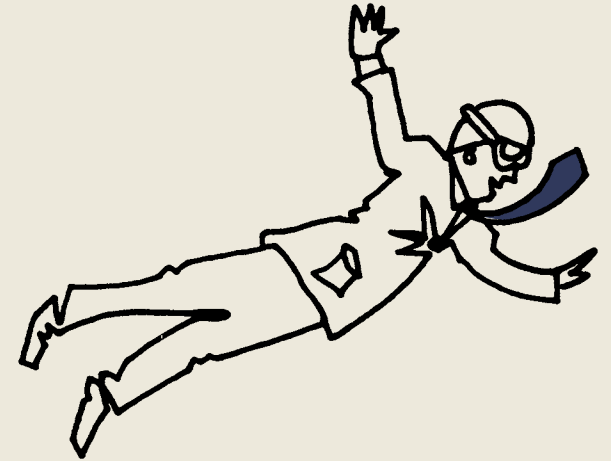
In other words – if you are not fully using your apprenticeship levy – **they will cost you nothing.**



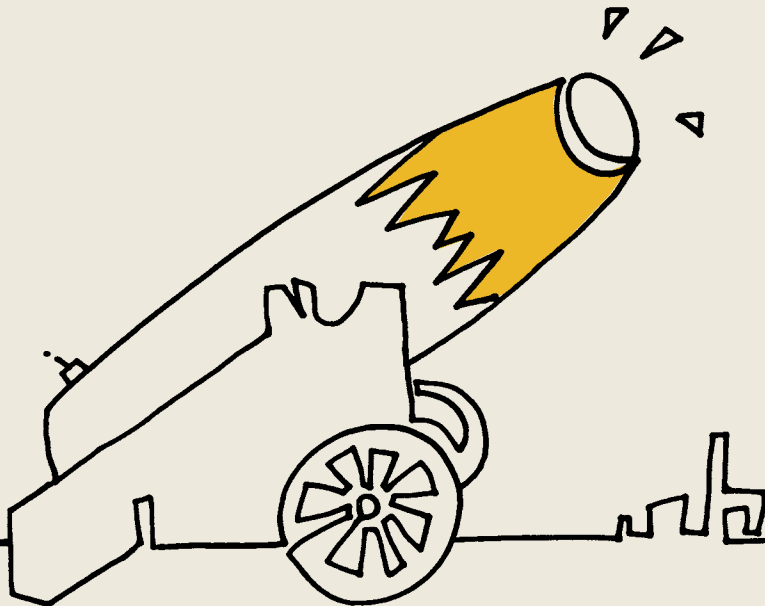
WHAT'S DIFFERENT ABOUT OUR PROGRAMME?

OUR RELENTLESS
FOCUS ON CHANGING
BEHAVIOUR.

Learning is hard work. Really hard.
Only around 10% of traditional
learning programmes result in any
noticeable behaviour change.



We've spent more than 10 years
exploring the changing world of
work, culture and learning, in order
to develop programmes that cultivate
every employee's ability to explore,
learn and grow.



SO HOW IS OUR APPROACH DIFFERENT?

1 We give learners highly curated, bite-sized doses of content

Much training fails because learners haven't spent enough (or any) time preparing for sessions.

That can result in a dull download of information, rather than an opportunity for learners to play with ideas they've already explored.

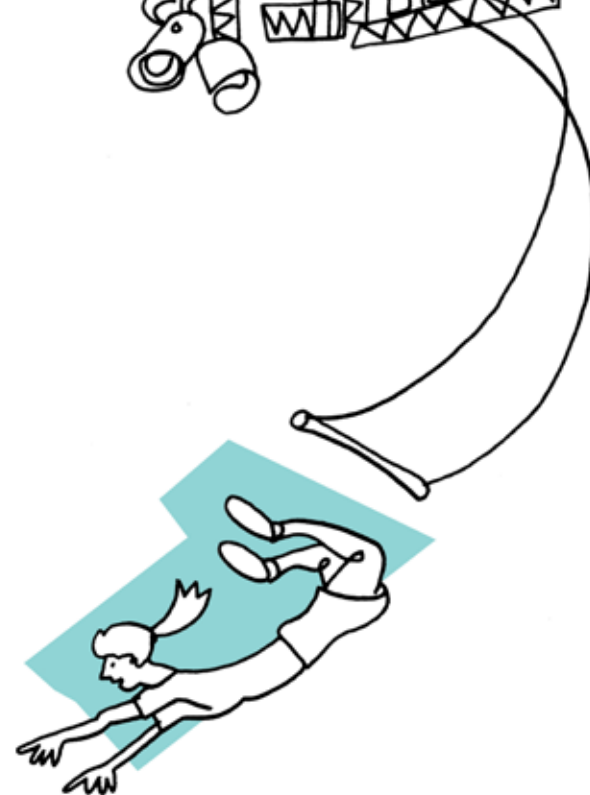
So what? We don't swamp learners. We provide daily doses of bite-sized content that give learners a solid understanding of theory, before putting it into practice.



2

We provide a safe space in which to try out new behaviours for the first time

Learning doesn't just happen in our heads. New behaviours must be embodied, in our heads, hearts and instincts.



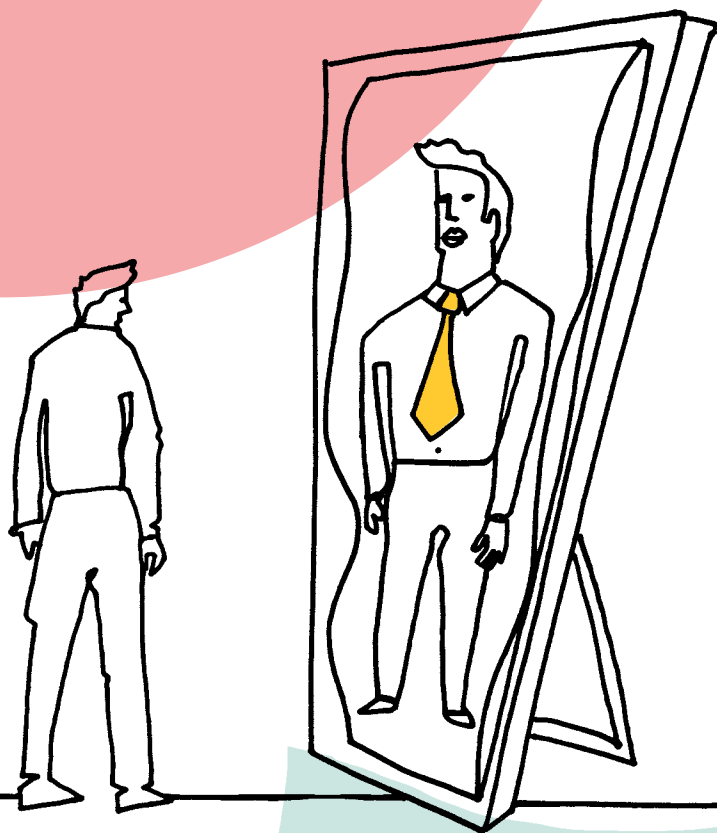
That means we need to **practise** new skills, even when that feels awkward at first. Just as pilots practise in a simulator, practise is critical when learning (and mastering a new behaviour at work).

So what? We provide a series of immersive experiences, both digital and physical, where learners can practise new behaviours in a safe space that stretches them with just the right mix of challenge and support.

3

We support learners to practise these new behaviours in their day-to-day work

One of the strangest features of much corporate training is that we're expected to learn something once and retain it for months, or even years.



But our brains are more like sieves than buckets. We forget the majority of what we take in. To solder new neural pathways, we need to practise new behaviours. And practise them again. And again.

Often, that involves unlearning behaviours that have previously worked quite well for us. What got us to this point is rarely enough to get us to the next point.

So what? We create a series of practical exercises that learners can easily integrate into their working days, with support from their line manager and from a dedicated personal coach.

The sooner and more often that learning gets applied in real-life situations, the more likely it is to stick.

* PERSONAL COACHING

Each learner will have a dedicated coach and assessor to guide them through a personalised curriculum.

Learners will catch up with their coach, either in person or via Zoom virtual meetings, for between two-to-four hours per month.

That's a lot of support. But we believe that regular encouragement from a subject-matter expert is critical to success.



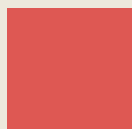
* VIRTUAL ACTION LEARNING

Learners are invited to a series of monthly, virtual action-learning sets, facilitated over Zoom by their coaches.

These sessions are a powerful form of peer learning and build connection between colleagues who work in different locations and don't have the opportunity to meet face to face.

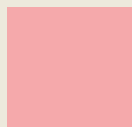


* WHAT DOES A TYPICAL MONTH LOOK LIKE?



DAILY (30 MIN)

Curated reading, listening and watching



FORTNIGHTLY (60 MIN)

Online coaching via Zoom



WEEKLY (60 MIN)

Application of learning to projects



EVERY 6 WEEKS (1/2 DAY)

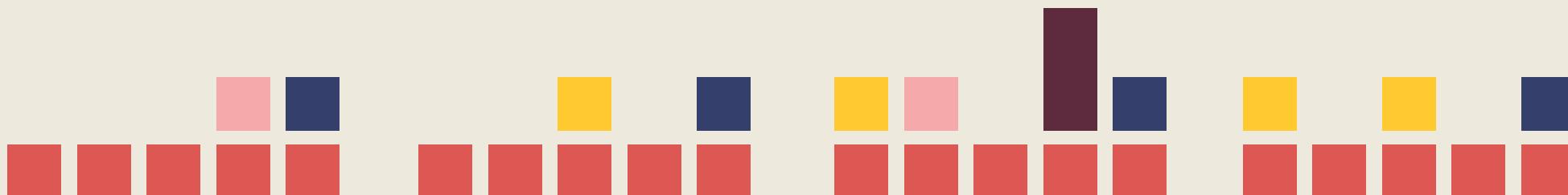
Interactive digital training simulation




WEEKLY (60 MIN)

Answering set questions and journaling

EXAMPLE TIME COMMITMENT OVER FOUR WEEKS





WHAT DO OUR LEARNING SIMULATIONS LOOK LIKE?

A SAMPLE SELECTION

**(in less disrupted times we can run the
physical events as part of the programme too)**

CRISIS SIMULATOR: A VIRTUAL DECISION- MAKING GAME

Learners are presented with an interactive, gamified virtual business simulation where they must hone their decision-making skills in a time-pressured crisis scenario (all from the safety of their home).



**FINANCIAL
DECISION
MAKING:**
GAMIFIED
E-LEARNING VIA
DRAGON'S DEN

Over the course of a few weeks, learners play an online game based on observing licenced footage from the BBC's *Dragon's Den* TV show. The interactive game increases learners' commercial confidence and helps them develop new skills around financial decision making, budgeting and forecasting.



POWER AND INFLUENCE: CHANGE- MANAGEMENT SIMULATION

Learners explore four scenarios for managing change within a virtual sunglasses factory. Learners try to persuade key members of the organisation to adopt an organisation-wide change initiative. Learners can choose any one of 18 change levers while attempting to maintain credibility and achieve the greatest percentage of adopters within the business over simulated period of 96 weeks.



HOW TO HAVE YOUR WAY WITH WORDS:

CREATIVE DIGITAL
COMMUNICATIONS

A huge part of communication at work involves digital communication. Yet so many emails, PowerPoints or briefs are unclear, complicated or just plain boring. And when communicating digitally, a lot more can go wrong. In this interactive webinar, we explore the principles of good writing to help learners find their voice, whether they are texting their boss or emailing a colleague.



**PLAYING THE
LEADING ROLE:**
ROLE PLAY WITH
RADA (ROYAL
ACADEMY OF
DRAMATIC ART)

Being an influential leader requires physical and vocal presence, gravitas and the ability to flex styles. We explore how to tell stories that engage and move others using narrative techniques from the worlds of art and literature. In this interactive online webinar, we also explore how leaders can negotiate tricky questions and learn to think on their feet in order to step into the spotlight with grace and confidence.



BATTLEFIELD MEDIC: AN INTERACTIVE PLAY

Involving real medics, military personnel and leadership specialists, participants direct the unfolding of an interactive play, set on a battlefield. Having to make critical, time-based decisions in the face of conflicting priorities, unclear information and competing agendas, helps to reveal how leaders can make better decisions in today's fast-changing VUCA (Volatile, Uncertain, Complex and Ambiguous) landscape.

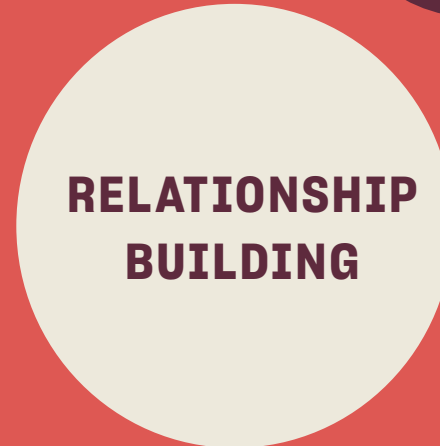


ECOSYSTEM DYNAMICS: A GAMIFIED SIMULATION

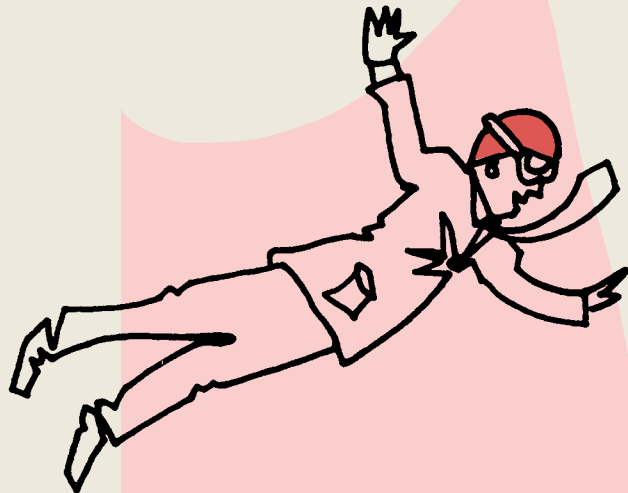
This gamified simulation divides learners into groups of leaders, managers, customers and stakeholders. Players work their way through a variety of tasks, attempting to negotiate with each other. Periodic breaks allow reflection on how to overcome the unhelpful beliefs, habits and behaviours that so often frustrate collaboration.

WHAT TOPICS DOES OUR PROGRAMME COVER?

TEN ESSENTIAL
PEOPLE AND
COMMERCIAL SKILLS
TO HELP LEARNERS
DEVELOP THE AGILE
MINDSET THEY NEED
TO THRIVE



WHAT ARE THE THREE MOST IMPORTANT BEHAVIOURS WE FOCUS ON?



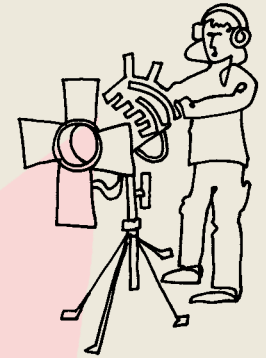
Our programme aims to foster a wide variety of skills. We cover self-awareness, critical thinking, decision making, communication skills and many more.

But above all, we focus on three behaviours.

Specifically, we want to encourage leaders to become more agile, collaborative and transformative.

After all, we learn (and lead) best not by merely reflecting, but by doing – by **acting**.

THE FUTURE TALENT 'ACT' LEADERSHIP BEHAVIOUR MODEL



A

Agile

The era of top down, five-year plans is over. Volatile and uncertain commercial circumstances have made the innovator's dilemma a near daily conundrum.

Agile leaders must work in leaner and smarter ways to overcome organisational inertia and discover what works (and doesn't) as quickly as possible.

"No plan survives first contact with the enemy."
Helmuth von Moltke

C

Collaborative

A romantic ideal exists of the lone-wolf entrepreneur sitting in their garage, encumbered by nothing but their genius. Sadly, it's just a myth.

Collaborative leaders not only embrace a diversity of perspectives, they make sure everyone feels they belong and understands where the business is heading, even when the workforce is remote and disparate.

"None of us is as smart as all of us." Kenneth H. Blanchard

T

Transformative

Organisations that don't change don't last. And organisations that don't learn, don't change.

Transformative leaders are committed to learning continually, in order to shape change – rather than simply responding to it. But transformation in big business requires a sophisticated ambidexterity – the ability to forge new paths, while not letting legacy operations fall over.

"Innovation is the ability to see change as an opportunity rather than a threat." Various

WHAT'S IN IT FOR EMPLOYEES?

World-Class E-Learning From Wherever You're Based

Whether at home or in the office, employees can learn at their own pace, through virtual, 1-2-1 coaching and immersive, digital, business simulations.

The Emotional Intelligence To Thrive

Only 25% of long-term career success depends on technical knowledge, the rest is all soft skills (Stanford). So that's where we focus via our thoughtful online reflective exercises.

A Powerful Online Community

Employees will build a diverse digital network of creative collaborators from peers across multiple industries.



WHAT'S IN IT FOR ORGANISATIONS?



An Ideal Way To Engage Remote Workers

The main reason employees become disengaged is because they stop learning.

In disrupted times, when learners are working remotely, our programme helps to keep employees motivated, inspired and highly engaged.

Real-Time Development Of Agile Leaders

In uncertain times, more than ever, you need leaders with the confidence to handle ambiguity and the agile mindset to adjust to new commercial realities at pace.

And building an agile mindset is just where our programme focuses.

Long-term Growth

80% of CEOs see employees' lack of soft skills as a 'top-three' barrier to growth (PwC). We help close that gap.

WHAT ARE PEOPLE SAYING ABOUT OUR APPROACH TO LEARNING?

“Future Talent Learning provides proper food for thought and entertainment of the best kind. You get to learn, but in the most painless and beguiling way.”

ALAIN DE BOTTON, PHILOSOPHER AND AUTHOR

“One of the best learning experiences I’ve had... a huge success!”

LUCY ADAMS, FORMER HR DIRECTOR, BBC

“Future Talent breaks the mould. If you’re a thought leader or want to become one, their insights shouldn’t be missed.”

JENNIFER CANDEE, GROUP HEAD OF RESOURCING, MONDELEZ

“Future Talent provides so many insights. The ambition to challenge paradigms is hugely inspiring.”

HELMUT SCHUSTER, GROUP HR DIRECTOR, BP

FAQs

IN LIGHT OF THE CORONAVIRUS PANDEMIC, CAN LEARNERS DO THIS PROGRAMME 100% VIRTUALLY?

Yes, between digital simulations, virtual coaching and online learning we can offer a completely virtual option for learners who might be based at home for the short or medium term.

WHO IS THE PROGRAMME FOR?

Our Level 5 programme is aimed at managers and senior managers in any team. Our Level 3 programme is aimed at graduates and new managers.

HOW MUCH IS IT? AND CAN I PAY FOR IT THROUGH THE APPRENTICESHIP LEVY?

Yes, it's effectively 'free' through the apprenticeship levy. Level 5 qualifies for £7,000 per learner. Level 3 qualifies for £4,500 per learner. We're ESFA (Education and Skills Funding Agency) approved so 100% of the cost is recoverable.

WHO MANAGES THE DRAWDOWN FROM THE LEVY?

We do that on your behalf.

HOW LONG IS THE PROGRAMME?

Level 5 is typically 15 months plus an assessment in month 16. Level 3 is typically 12 months plus an assessment in month 13. Learners who need more time can take an extra month or two.

HOW DO I KNOW IT WORKS?

We report on learners' behaviours before, during and after the programme using 360-degree assessments.

WHAT ARE THE LEARNING FORMATS?

Immersive learning experiences, e-learning and virtual coaching.

DO LEARNERS COME FROM DIFFERENT COMPANIES?

Yes, we run mixed cohorts. There's no limit to the number of learners from any organisation.

CAN I RUN BESPOKE OR ADDITIONAL PROGRAMMES OR EVENTS JUST FOR MY ORGANISATION?

Yes, though commercial top-up charges may apply for this.

WHAT FORMAL QUALIFICATION DO LEARNERS GET?

Either a Level 5 Operations / Departmental Manager Apprenticeship or a Level 3 Team Leader / Supervisor Apprenticeship.

MUST LEARNERS SPEND 20% OF THEIR WORKING TIME ON THE PROGRAMME?

Yes, it sounds like a lot, but much of this time involves learners applying what they've learned to live projects or practising new behaviours in everyday activities.

HOW DO LEARNERS GET HELP ON THE PROGRAMME?

There's dedicated resource for each cohort. Learners also have personalised coaching sessions each week.

DO YOU HELP WITH COMMS TO THE BUSINESS?

Yes, we have email templates and a full comms package that we can share with you.

SHOULD I NOMINATE LEARNERS OR ALLOW MANAGERS TO APPLY FREELY?

We strongly advise that you allow learners to apply rather than nominating individuals. We can help to co-run a learner recruitment process with you.

WHAT HAPPENS IF LEARNERS LEAVE DURING A PROGRAMME?

Payment for learners stops the month they leave. Their new employer can continue the payment from their levy if they choose. If they return (e.g. after maternity leave) payment resumes then.

CAN I ROLL THIS OUT INTERNATIONALLY?

Yes, though outside England, it's not eligible to be funded via the levy.

WHEN COULD I START A NEW COHORT?

Programmes start every quarter. Depending on availability, we need two weeks to enrol new learners.

HOW INVOLVED MUST LINE MANAGERS BE?

For the programme to work, managers must be fully supportive and commit to at least 6 hours over fifteen months to feedback sessions with the coach and learner.

WHERE DID FUTURE TALENT LEARNING COME FROM?

Future Talent Learning is brought to you by Changeboard, founded in 2004 with a mission to support changing working lives.

We help people and organisations develop the emotional & people intelligence and agile mindset needed to thrive in the rapidly changing world of work.

SOME OF OUR PARTNERS

**RADA
BUSINESS**

**The
Economist**

**Philosophy
at Work.**

PCA

HOW CAN I FIND OUT MORE?

For more detailed information, drop us a line at **learning@futuretalentgroup.com** or call us on **0208 675 8851** and ask us about Future Talent Learning.

www.futuretalentgroup.com



SCAN ME