CORPORATE LEADERSHIP COUNCIL™

CORPORATE EXECUTIVE BOARD

CLC LEARNING AND DEVELOPMENT™

Driving to Effective Manager-Led Development

15 April 2010

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TODAY'S AGENDA

The Business Case for Manager-Led Development

High-Impact Manager-Led Development Activities and Strategies

Your Input into 2010 Research

CLC L&D Resources and Opportunities

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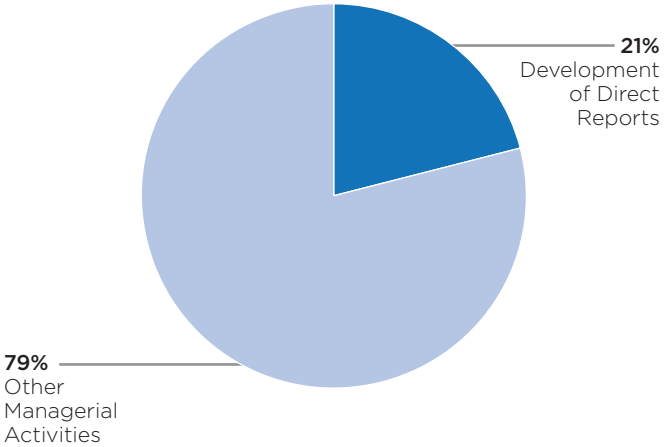
MANAGERS LACK EFFECTIVENESS AT DRIVING EMPLOYEE PERFORMANCE AND DEVELOPMENT

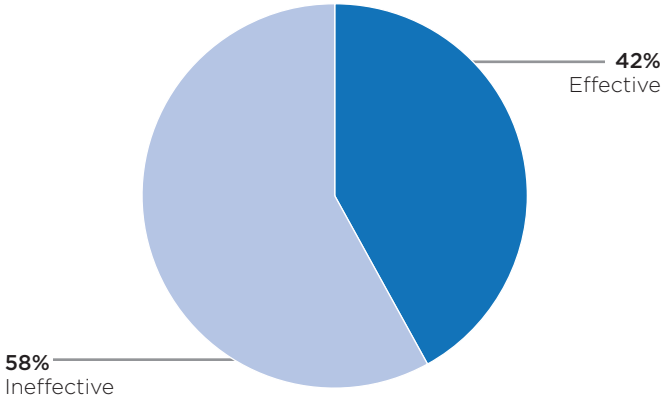
Despite Significant Time Investments, Most Managers Are Not Effective

Average Manager Time Spend



n = 3,078.

Percentage of Managers Effective at Employee Development



n = 3,103.

Increasing Returns on Time, Not Increasing Time
Your managers already devote a significant amount of time to developing their employees; they don't necessarily need to allocate more time to development. Instead, they need to use this time more effectively. By doing so, they can significantly improve the performance of their direct reports.

Source: CLC Learning and Development 2003 Employee Development Survey.

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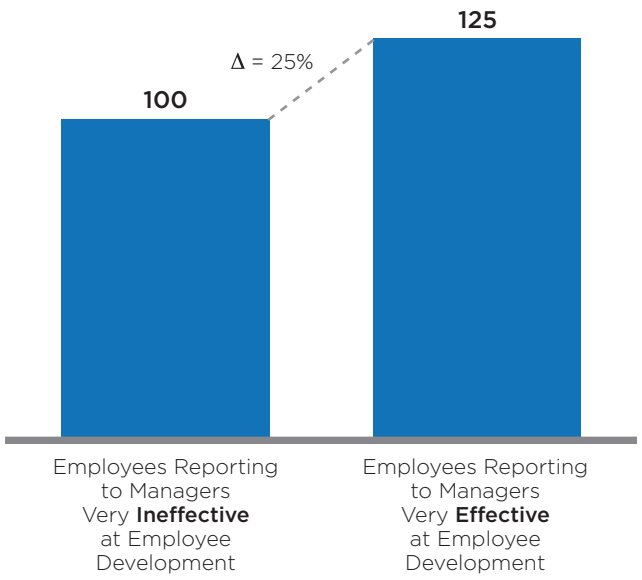
EFFECTIVE MANAGER-LED DEVELOPMENT YIELDS IMPROVED PERFORMANCE

Effective Manager-Led Development Drives Employee Performance

Impact of Manager-Led Development on Employee Performance (Indexed to 100)



Source: CLC Learning and Development 2003 Employee Development Survey.

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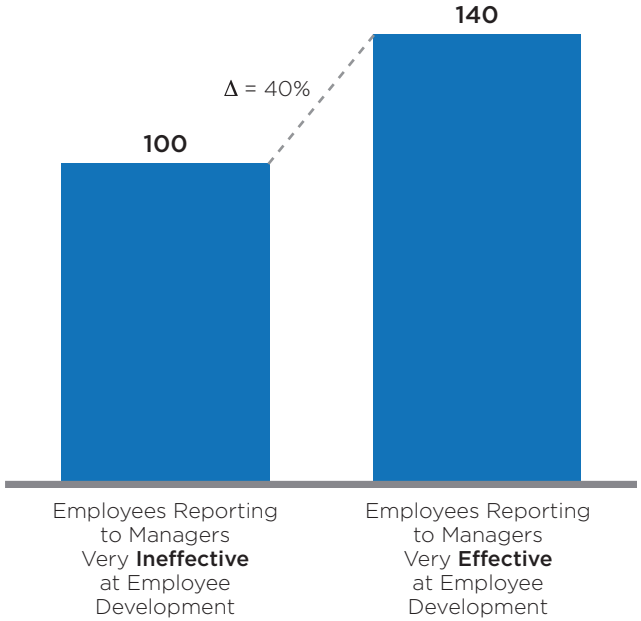
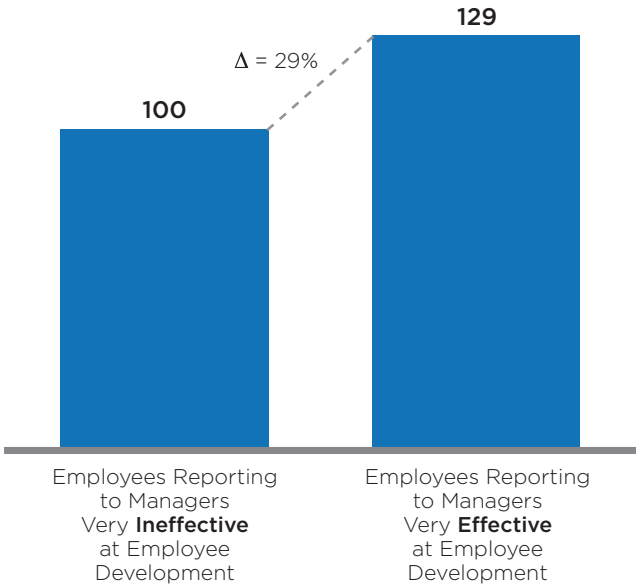
MANAGER-LED DEVELOPMENT DRIVES ENGAGEMENT

Effective Manager-Led Development Impacts Retention and Commitment

Impact of Effective Manager-Led Development on Employee Retention (Indexed to 100)



Impact of Effective Manager-Led Development on Employee Commitment (Indexed to 100)



Source: CLC Learning and Development 2003 Employee Development Survey.

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THE FULL SPECTRUM OF MANAGER-LED DEVELOPMENT ACTIVITIES

24 Key Manager-Led Development Activities	
1. Helping employees set their development goals	13. Giving employees feedback during performance reviews about their personality strengths
2. Helping employees create plans to achieve their development goals	14. Discussing employees' work-related ideas or concerns with them
3. Creating written contracts with employees describing what they and their managers will do as a result of specific things they learn	15. Teaching employees a new skill, concept, process, or procedure
4. Reviewing where employees stand on their plans to achieve their development goals	16. Helping employees apply new skills or knowledge in their work
5. Helping employees understand the standards on which they are evaluated at performance reviews	17. Helping employees learn to solve problems on their own
6. Helping employees set performance targets for the work they perform	18. Serving as a mentor to employees
7. Participating in the kind of development activities managers expect from their employees	19. Giving employees advice based on managers' own experiences
8. Ensuring employees have the skills and knowledge they need before they need it	20. Helping employees find the training they need
9. Ensuring each project or assignment is a learning experience for employees	21. Passing along information about relevant development opportunities to employees
10. Helping employees have the kind of experiences at work that will help them develop	22. Passing along information about job openings in the organization to employees
11. Giving employees feedback during performance reviews about the strengths of their past performance	23. Helping employees find solutions to work-related problems
12. Giving employees feedback during performance reviews about the weaknesses of their past performance	24. Helping employees find information to answer work-related questions

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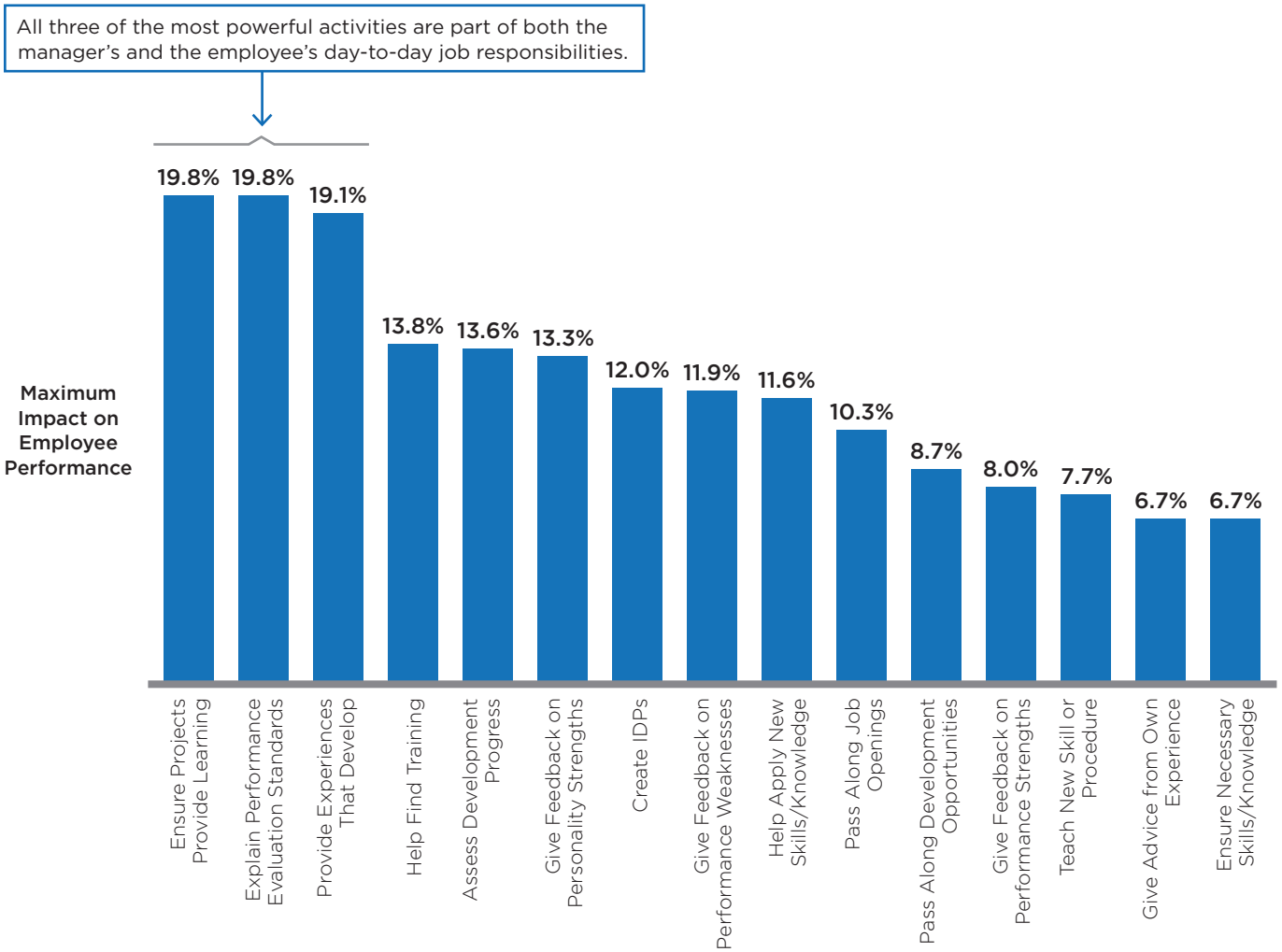
FOCUS MANAGERS ON WHAT MATTERS MOST

Impact of Influential Manager-Led Development Activities



Source: CLC Learning and Development 2003 Manager-Led Development Survey.

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FIVE ROLES FOR MANAGERS

Planning → Execution → Evaluation

Performance and Development Strategist		Solutions Enabler		Learning Experience Architect		Opportunity Broker		Honest Appraiser	
Activity	**Impact**	**Activity**	**Impact**	**Activity**	**Impact**	**Activity**	**Impact**	**Activity**	**Impact**
Explain Performance Evaluation Standards	19.8%	Help Employees Apply New Skills/ Knowledge	11.6%	Ensure Projects Are Learning Experiences	19.8%	Help Employees Find Training	13.6%	Assess Development Progress	13.8%
Create Individual Development Plans	12.0%	Teach New Skill or Procedure	7.7%	Provide Experiences That Develop Employees	19.1%	Pass Along Job Openings	10.3%	Give Feedback on Personality Strengths	13.3%
Ensure Necessary Skills/ Knowledge	6.7%	Give Advice from Own Experience	6.7%			Pass Along Development Opportunities	8.7%	Give Feedback on Performance Weaknesses	11.9%
								Give Feedback on Performance Strengths	8.0%

Average Maximum Impact of Role Activities on Employee Performance

12.8%	8.7%	19.4%	10.9%	11.8%

Source: CLC Learning and Development 2003 Manager-Led Development Survey.

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THE MANAGER–EMPLOYEE RELATIONSHIP IS THE FOUNDATION OF DEVELOPMENT

Impact of Work Environment on Manager Effectiveness at Employee Development

Factors Influencing Employee-Development Effectiveness	Impact of Factor on Manager Effectiveness at Employee Development	Key Insight
Primary Importance		
Managers' Relationship with Direct Reports	27.1%	By creating an environment where employees respect their managers' leadership, trust their vision, and are loyal and committed to them, managers can significantly improve their effectiveness at employee development.
Managers' Commitment to Development	15.8%	By helping the managers' team see the business case for growth and development, managers can substantially improve effectiveness at development activities.
Secondary Importance		
Managers' Employee-Development Experience	11.0%	Managers with more experience at employee development are slightly more effective in this role than managers with little experience. Although there is little managers can do about their experience levels, they can seek out opportunities to gain exposure to development planning, execution, and evaluation activities.
Organizational Learning Culture	5.1%	Managers are not constrained by culture. Organizational learning culture has relatively little impact on managers' ability to effectively develop employees.

Source: CLC Learning and Development 2003 Employee Development Survey.

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ANATOMY OF A HEALTHY RELATIONSHIP

Impact of Manager–Employee Relationship Attributes on Employee-Development Effectiveness

Attributes of Manager–Employee Relationship	Impact of Attributes on Manager Effectiveness at Employee Development	Key Insight
Primary Importance		
Leadership and Vision	57.7%	Managers can most influence their effectiveness at employee development by inspiring their direct reports through consistent leadership and clearly articulating their visions.
Relationship Health	52.9%	By creating positive employee perceptions about their working relationships, managers can increase their effectiveness at employee development by almost 53%.
Trust and Respect	47.7%	Demonstrating a willingness to discuss topics of concern with their direct reports and treating employees consistently, fairly, and with respect greatly contributes to managers' effectiveness at employee development.
Loyalty and Commitment	37.2%	In contributing to a relationship where managers' employees are committed and supportive of you and where they have a desire to perform well for them, managers can increase the effectiveness of their employee-development activities.
Secondary Importance		
Managers' Interaction with Employees	9.1%	The frequency of managers' in-person and electronic interaction with their direct reports and the frequency of employee feedback both contribute positively to managers' development effectiveness.
Management Style	7.7%	Managers effective at employee development encourage team decision making and employee creativity, and honor others' boundaries.

Source: CLC Learning and Development 2003 Employee Development Survey.

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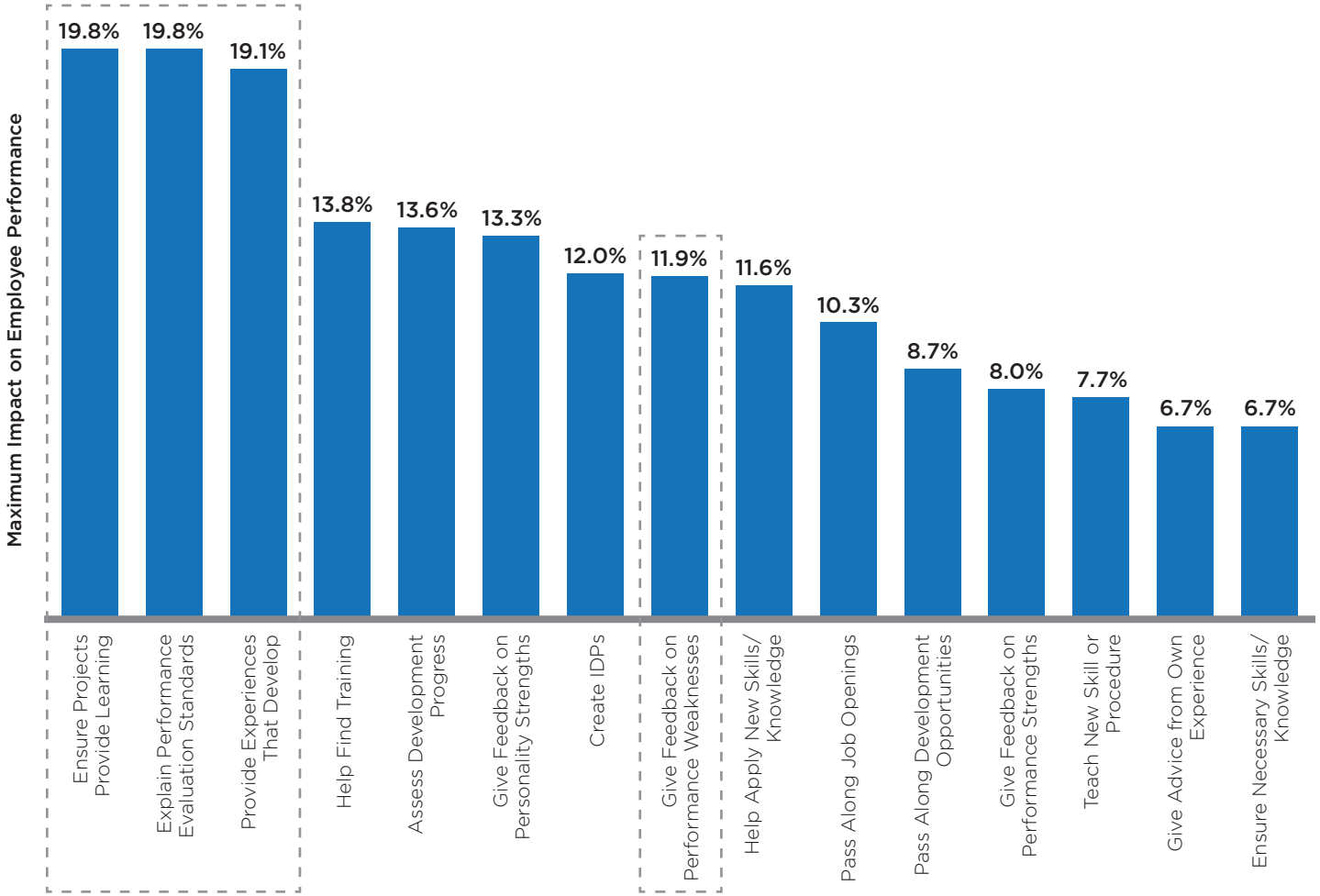
FOCUS MANAGERS ON WHAT MATTERS MOST

Impact of Influential Manager-Led Development Activities



Noted for Their Absence
Manager-led development activities without a measurable, positive impact on employee performance are not shown.

Note: Each bar presents a statistical estimate of the maximum impact on employee performance that each activity will produce. The maximum impact is calculated by measuring the predicted difference in employee performance between direct reports who rate their managers as least effective (1) and direct reports who rate their managers as most effective (7). The impact of each activity is modeled separately.

Source: CLC Learning and Development 2003 Employee Development Survey.

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BRINGING LEARNING TO WORK

Internal Promotions
Approx.
3,500 per year

External Acquisitions
Approx.
1,500 per year

IBM Management and Leadership Pipeline

Management Development Group's Objectives

1. Accelerate development by preparing managers and leaders in advance of their promotions to new roles
2. Assimilate new managers and leaders into IBM and management culture

COMPANY SNAPSHOT

IBM

Industry:	Information Technology
FY2005 Revenue:	US$91.1 B
FY2005 Employees:	366,345
Headquarters:	Armonk, N.Y.

Key Components of LEADing@IBM

Work-Based Learning

Focus of Case Profile

Personalized and Prescriptive Intelligent Learning Agent

Learning Suites

Learning Labs

Experienced Leaders

Basic Blue:
New Leaders

Fast Break:
New Leaders to IBM

Leader Readiness:
Next Gen

Leader Readiness

Leader Foundation

Source: IBM Corporation.

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KEEPING LEARNING AND COACHING ON THE SAME PAGE

IBM's "Prepare," "Act," "Reflect," and "Review" (PARR) Model

Conceptual Overview

	Prepare	Act	Reflect	Review
Learning Model for Managers and Leaders	"What is the competency I must acquire?"	"What are the activities I should engage in?"	"What did I learn from my experiences?"	"What learnings can I share with my manager and peers?"
Coaching Model for Direct Managers and Manager-Advisors[1]	"How can I help contextualize the competency he or she must develop?"	"What suggestions can I provide him or her based on my personal experience?"	"What questions should I ask to help him or her reflect on his or her learning?"	"What questions should I ask to help him or her further explore his or her learning?"

"The PARR process places the onus on the individual manager or leader to ask his or her direct manager for coaching assistance. It also makes it much more difficult for the direct manager to turn down this request than it is for them to take the overt action of setting something up."

Global Leader for Core Leadership Programs
LEADing@IBM

[1] Manager-Advisors provide voluntary mentoring and coaching assistance to individual managers and leaders. They typically have completed a particular management or leadership track in the last couple of years.

Source: IBM Corporation.

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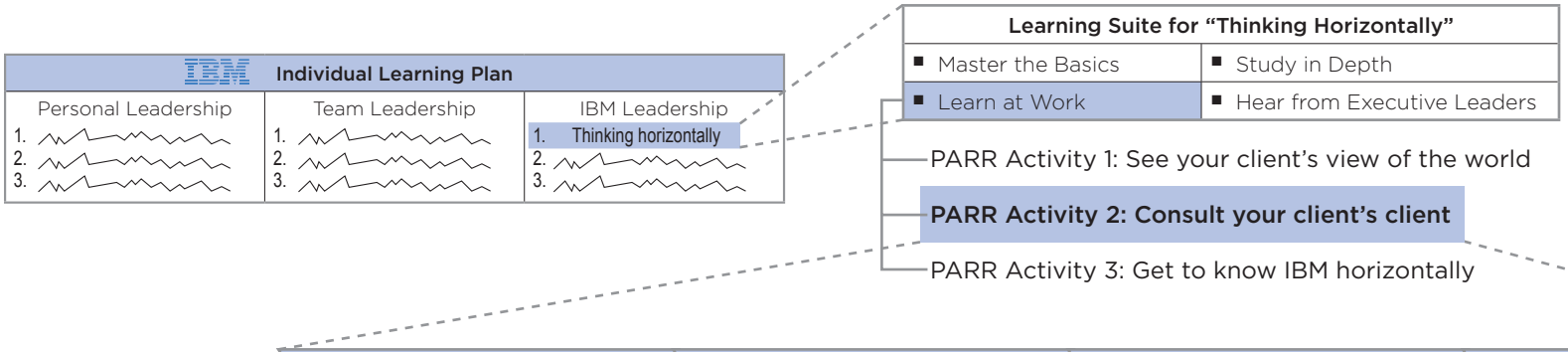
RAISING THE ACTION-REFLECTION QUOTIENT



Learning Model for Managers and Leaders	Prepare	Act	Reflect	Review
Sample Learning Activities for "Thinking Horizontally"	▪ Develop criteria for identifying and selecting an appropriate client's client with whom to consult ▪ Discuss with the client your idea of better understanding their business issues by interviewing one of their clients ▪ Develop a set of questions and general areas of inquiry; you may want to solicit ideas from the client	▪ Interview your client's client: – How do you differentiate yourselves from your competitors? – What do you see as your next big growth opportunity? ▪ Discuss what you are learning with: – Your colleagues on how IBM can add value to your client – Your client on how they can add value to their client and on how IBM can help	▪ Reflect on your experience: – The data you gathered and the feedback you received – How you can use your learning from this experience when doing business with this client ▪ Reflect on your methodology: – What worked and what didn't? – What would you do differently? – What would you repeat?	▪ Review your learning: – Discuss your experience and learning with your direct manager or possibly the client – Identify specific ways you can apply your learning when doing business with this client ▪ Share your learning—the methods, the outcomes, and the insight you garnered—with IBM colleagues

Coaching Model for Direct Managers and Manager-Advisors	Prepare	Act	Reflect	Review
Sample Coaching Questions for "Thinking Horizontally" (Illustrative)	▪ How did your discussion with the client help you gain a better understanding of what to ask their client? ▪ How did you collaborate with the client to develop the set of questions to ask their client?	▪ What surprised you about what you learned during your conversation with the client's client? ▪ How can you share what you learned with the client and your IBM colleagues?	▪ How did the conversation help you think about how we can better serve the client's needs? ▪ What were the strengths and areas of opportunity of your methodology?	▪ What was the client's reaction to the findings from your conversation with their client? ▪ How has this experience helped you think about how we serve our clients in a more holistic and creative manner?

Source: IBM Corporation.

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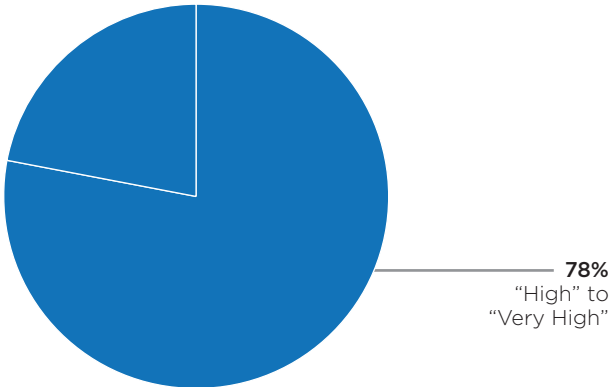
A PARR-ADIGM FOR COACHING SUCCESS

Overall PARR Satisfaction Rates

Leader Readiness[1]



n = 2,807.

"At IBM the PARR model brings more of the learning to the workplace. The success of this model in LEADing@IBM is dependent on the support the participant-learner receives from their manager or manager-advisor. With the launch of LEADing@IBM and the PARR model, IBM has seen a significant increase in the number of participants stating manager support is either "good" or "excellent". Both the learning participant and their manager say the PARR process provides a richer, more focused learning discussion resulting in a greater learning gain."

Global Leader for Core Leadership Programs
LEADing@IBM

[1] Pre-managers one year before their formal appointment attend Leader Readiness and undergo 35 PARR-related activities to prepare them for people management.

Source: IBM Corporation.

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FROM ORAL TRADITION TO CULTURAL CODIFICATION

L'ORÉAL

L'Oréal Culture Study
"What Practices Have Contributed to L'Oréal's Success?"

Global Senior Manager Survey
"What Practices Have Contributed to Your Success at L'Oréal?"

1

1. Focus on the customer...
2. Commitment to quality...
3. Passion for innovation...
4. Diversity in our employees...

2

- Regularly visiting the field and listen to consumers/customers
- Questioning the status quo
- Encouraging my direct reports to contribute and question ideas
- Using the "blank page" approach

L'ORÉAL fit
follow-up and integration track

12 Key Pieces of Advice for Managers

1. Encourage attendance and participation at L'Oréal meetings.
2. Debrief key meetings.
3. Share real-life examples and anecdotes to transmit learning.
4. Practice the art of questioning.
5. Encourage the blank page approach.
6. Remind employees of the sense and meaning behind projects.
7. Delegate projects and responsibilities early on.
8. Encourage field presence and obsession with competition/consumer.
9. Encourage visits to creative hot spots and reading of related press.
10. Encourage the use of personal insight memos.[1]
11. Touch one product per day.
12. Encourage networking and participation in transversal projects.

[1] Personal insight memos: Managers are asked to write one to two pages to record their observations and ideas based on their experiences in the field (e.g., visiting a retail store), their field of expertise, etc.

Source: L'Oréal USA, Inc.; L'Oréal SA.

COMPANY SNAPSHOT

L'Oréal SA

Industry:	Personal Care Products
FY2005 Consolidated Sales:	€14.5 B
FY2005 Employees:	52,403
Headquarters:	Clichy, France

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COACHING EMPLOYEES ON WHAT DRIVES BUSINESS SUCCESS

L'ORÉAL

12 Key Pieces of Advice for Managers

What	Why	How
1. Encourage attendance and participation at L'Oréal meetings.		
2. Debrief key meetings.		
3. Share real-life examples and anecdotes to transmit learning.	***Why for Key Piece of Advice #3*** ■ Stories, especially those based on your personal experience, tend to appeal more to emotions. As a result, they are remembered (and applied) better by employees. ■ Employees can learn "vicariously" from your personal past experiences.	***How for Key Piece of Advice #3*** ■ Tell a story about a real-life experience as an example of what to do or what not to do in a given situation. ■ Give the "moral/lesson of the story" to employees so they understand the point you are trying to make. ■ Ensure that your story has a simple, well-defined plot so it is easy for employees to follow. ■ Align your story to the values, culture, or practices of L'Oréal. ■ Demonstrate some emotion to instill a shared passion in others.
4. Practice the art of questioning.	***Why for Key Piece of Advice #4*** ■ By asking insightful questions, you will show employees how to see things from a new perspective: this is called creative controversy. ■ You will bring employees to a higher level of awareness. ■ You will help employee elaborate and deepen their analyses. ■ You will empower employees to reflect and come to their own conclusions.	***How for Key Piece of Advice #4*** ■ Focus your coaching efforts on "asking" over "telling." ■ Direct your questions to the idea itself. ■ Sample scripting – What do you think makes your idea innovative? – What do you think are the potential implications of your idea? – What other perspective could one have on your idea? – How are you going to garner the resources you need to implement this idea? – How can I be of most help to you as your direct manager? – What do you think are the major challenges you'll face, and what will make your idea succeed? – What do you think you'll learn most from your experience?
5. Encourage the blank page approach!		
6. Remind employee of the sense and meaning behind projects.		
7. Delegate projects and responsibilities early on.		
8. Encourage field presence and obsession with competition/ consumer.		
9. Encourage visits to creative hot spots and reading of related press.		
10. Encourage the use of personal insight memos.		
11. Touch one product per day.		
12. Encourage networking and participation in transversal projects.		

Source: L'Oréal USA, Inc.; L'Oréal SA.

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CROSSING PRODUCT AND GEOGRAPHIC LINES

L'ORÉAL

L'Oréal Monthly Manager Newsletter

Follow-Up and Integration Track

Best Practices Sharing

Provides potential ideas on how other parts of L'Oréal hold managers accountable for onboarding newcomers to the organization.

L'ORÉAL fit

Newsletter

[News]

Dear all,

Please note that your L'Oréal Fit site address has changed. Now you can access your site at the following address: http://192.6.10.69/

So far almost all of you have implemented L'Oréal FIT, which has become a real management tool for HR, Managers and the Newcomers. All countries will be L'OREAL FIT compliant by the end of the year.

This month, **South Africa, Canada, Mexico and France** share their Best Practices.

Available now on the L'Oréal FIT website:

- On-the-job learning: **Managers involvement - L'Oréal South Africa**
  L'Oréal South Africa makes new line managers aware that induction is a shared responsibility and explains what kind of actions they can implement to integrate their new staff.
- Training & round table discussions: **Marketing @ L'Oréal - L'Oréal Canada**
  Discover how to facilitate the marketing newcomers' integration by providing them with comprehensive training on marketing basics & daily activities at L'Oréal through 10 marketing modules run by L'Oréal experts during newcomers' field placement and before their first marketing assignment.
- Implementation: **L'Oréal FIT Facilitator's Guide - L'Oréal Mexico**
  L'Oréal Mexico provides a guide for the coordinators responsible for the implementation of L'Oréal FIT specifying the key actions that have to be taken in every dimension of the programme. It also explains how to identify the people involved in each action and it clarifies the role of each key player.
- **Example of Personal Insight Memo – DCA France**
  DCA France shares a concrete example of personal insight memos done after a Vichy field visit.

COMING SOON:

- New BEST PRACTICES on Discovery activities and Newcomer and Manager Handbooks.
- The new GUIDE for the HR follow-up interview will be available in September.

We remain available to hear about your actions and to help you if necessary to assess your local situation.

All the best,
Igor Poza / Sébastien Desrochers

Visit the L'Oréal FIT website L'ORÉAL fit

[Contact]

Any questions about L'Oréal FIT? Need to order some of the tools? Contact us at: FIT@dgrh.loreal.com

Tools and Templates

Offers managers with concrete examples of effective personal insight memos—one of the key pieces of advice on which managers can coach direct reports.

Source: L'Oréal USA, Inc.; L'Oréal SA.

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ANTIDOTE TO CHRONIC COACHING CHALLENGES

MASSACHUSETTS

Common Challenges to Manager-Led Coaching

- **Facilitation of Difficult Conversations—**Managers often find facilitating conversations with their direct reports challenging when the focus is on giving feedback for improvement.
- **Increased Delegation and Coaching Opportunities—**Managers transitioning from "doer" to "manager" roles need to build delegation and coaching skills to maximize results and success in their new positions.

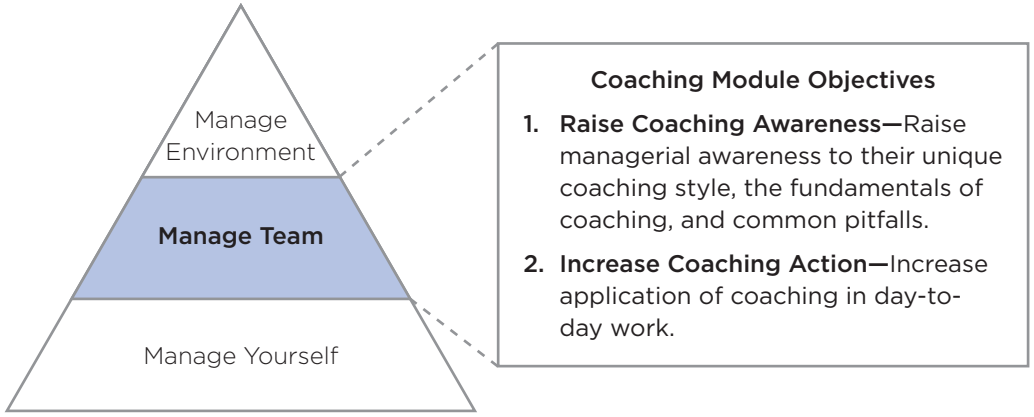
COMPANY SNAPSHOT

Blue Cross Blue Shield of Massachusetts

Industry:	Health Care Insurance
FY2004 Employees:	3,983
Headquarters:	Boston, Mass.

BCBSMA's Core Leadership Curriculum

First-Line Through Middle Managers



Source: Blue Cross Blue Shield of Massachusetts—an independent Licensee of the Blue Cross Blue Shield Association; Learning and Development Roundtable research.

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COMMON COACHING PITFALL #1—DELIVERING FEEDBACK

BCBSMA's Checklist for Effective Feedback Delivery

1 Anticipate Potential Emotions and Difficulties	2 Initiate a Two-Way Conversation to Deliver and Receive Feedback	3 Evaluate Outcomes and Identify Solutions Moving Forward
☐ Am I ready to provide feedback, and have I acknowledged the emotions involved?	☐ How can I describe the impact a specific behavior had on me and others?	☑ Do I need more information before identifying a solution?
☐ Am I in "act" versus "react" mode?	☑ How can I keep the conversation focused on one to two areas for further improvement?	☐ Have I identified the payoff and positive outcome of the desired change in performance and behaviors?
☑ Is this the right time to provide feedback?	☐ Have I allowed the person an opportunity to present his or her side of the situation?	☐ Should I take action or not on this feedback?
☐ Can I provide balanced feedback that is specific and behavioral?	☐ Do I understand what is being said and the other side of the story?	☑ What would happen if I and/or my team member acted upon this feedback?

Source: Blue Cross Blue Shield of Massachusetts.

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COMMON COACHING PITFALL #2—MANAGING CONFLICT

MASSACHUSETTS

Conflict Avoidance Cycle[1]

1. We think of conflict as bad.

2. We get nervous about a conflict we are experiencing.

3. We avoid it as long as possible.

4. Conflict escalates and must be confronted.

5. Conflict is handled poorly.

Tip: Manage Emotions by Identifying and Controlling Your "Hot Buttons"

- What are your "hot buttons"?

✔ Anger
✔ Passive-Aggressive Behavior
✔ Gossip
✔ Sarcasm
✔ Others?

- How do you react when your "hot buttons" are pushed?
- How can you better handle this behavioral tendency?
- What (smaller scale) opportunities do you have to practice controlling your "hot buttons"?

Tip: View Conflict as Neutral—Only Outcomes are Positive or Negative

Hallmarks of Conflict

Constructive	vs.	Destructive
▪ Increases involvement and commitment of those affected ▪ Triggers communication resulting in information sharing and clarification ▪ Allows for necessary and productive release of emotions and stress		▪ Does not result in any changes in behaviors, decisions, etc. ▪ Takes away energy and resources from more important issues and activities ▪ Destroys team morale

[1] Lulofts, Roxanne S., and Dudley D. Cahn, *Conflict from Theory to Action*, Allyn and Bacon, 2000.

Source: Blue Cross Blue Shield of Massachusetts.

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TURNING AWARENESS INTO ACTION

Sample Coaching Application #1: "Rapid Fire Feedback" Activity

1. Identify Work Challenge	2. Consult Peers	3. Receive Coaching and Feedback	4. Assess New Perspectives
▪ Managers choose a situation they are currently facing at work on which they would like feedback from their peers.	▪ Peers each provide two-minute "clips" of uninterrupted feedback on how managers can deal with the work situation in the future.	▪ Managers may only listen and not respond to their peers' comments. ▪ Managers say "Thank you for that feedback."	▪ Managers leave the session equipped with fresh perspectives on how to deal with their work situations. ▪ More importantly, managers have multiple opportunities to practice delivering and receiving feedback in a safe setting.

Sample Coaching Application #2: Post-Program Peer-to-Peer Best Practices Sharing

Review "On the Field" Coaching Experiences

- During follow-up sessions, leaders voluntarily return to network with their peers and share coaching strategies that proved effective.
- Peers also share lessons learned in applying the principles of CLC with their teams.

Source: Blue Cross Blue Shield of Massachusetts.

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ROAD MAP FOR THE PRESENTATION

The Business Case for Manager-Led Development

High-Impact Manager-Led Development Activities and Strategies

Your Input into 2010 Research

CLC L&D Resources and Opportunities

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FROM THE "WHAT" TO THE "HOW"

What Should I Do? *Key Roles and Activities for Managers*	How Should I Do It? *Sample Questions to Be Addressed by Upcoming Research*
Performance and Development Strategist Explain Performance Evaluation Standards Create Individual Development Plans (IDPs) Ensure Necessary Skills/Knowledge	▪ How should you ensure employees understand performance evaluation standards? ▪ What should the best IDPs look like?
Solutions Enabler Help Employees Apply New Skills/Knowledge Teach New Skill or Procedure Give Advice from Own Experience	▪ How should you communicate advice from your own experiences? ▪ When should you teach employees new skills?
Learning-Experience Architect Ensure Projects Are Learning Experiences Provide Experiences That Develop Employees	▪ How should you identify the learning experiences within projects? ▪ How should you assess learning progress?
Opportunity Broker Help Employees Find Training Pass Along Job Opportunities Pass Along Development Opportunities	▪ How should you identify relevant development opportunities for employees? ▪ How often should you pass along opportunities?
Honest Appraiser Assess Development Progress Give Feedback on Personality Strengths Give Feedback on Performance Weaknesses Give Feedback on Performance Strengths	▪ Is there a "correct" ratio between negative and positive feedback? ▪ When is the best time to provide feedback on performance weaknesses?

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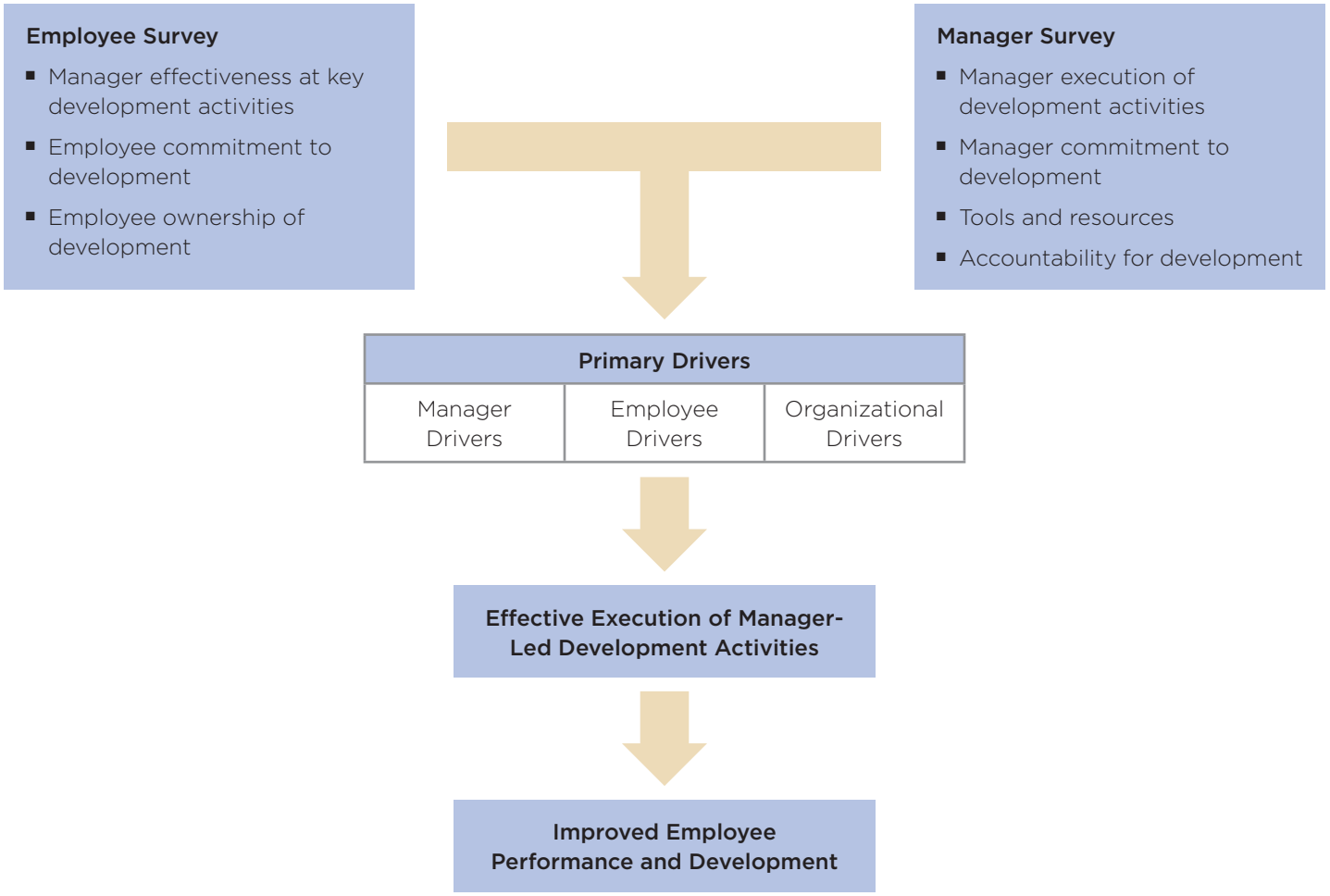
THE 2010 MANAGER-LED DEVELOPMENT INITIATIVE

Identifying the Blue Print for Effective Execution of Manager-Led Development

The 2010 Manager-Led Development Effectiveness Survey



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PARTICIPATING IN THE 2010 MANAGER-LED DEVELOPMENT EFFECTIVENESS SURVEY

Survey Participation Information—Enrollment Closing 23 April 2010

- Enroll by 23 April
- Survey managers and employees in May (minimum of 100 managers and 200 employees)
- Receive custom analysis in September (see below for details)
- To enroll or for more information, e-mail Alex Souter (asouter@executiveboard.com) with the following information:
  - Your title and contact details
  - Details of your work responsibilities that relate to manager-led development
  - Information on the areas of your organization that you want to consider surveying

No Cost to Participate

The 2010 Manager-Led Development Effectiveness Survey is available to CLC Learning and Development members free of charge. There is no cost for participation or for the custom report.

Custom Analysis and Benchmarks

- Manager-led development gap analysis identifying key strengths and opportunities for improvement within your manager population

- Custom map and benchmark of employee ownership of their own development at your organization

- Custom analysis identifying manager-led development barriers and enablers at your organization

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YOUR INPUT INTO THE 2010 RESEARCH

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MANAGER PERFORMANCE ACTIVATION RESOURCES

Job Aides and Guides	Simple templates and guides provide in-the-moment support to enable effective manager execution of critical people management tasks **Sample Resource:** Five Simple Questions to Coach in the Moment
Customizable Training and Presentations	Off-the-shelf training documents your team can use to train managers on how to effectively coach and develop their teams **Sample Resource:** On-the-Job Learning: Your Guide as a Manager
Online-Assessments	Diagnostics to assess managers' coaching strengths and weaknesses **Sample Resource:** Employee Development Scorecard 2.0
E-Learning	Brief online training modules to teach managers how to effectively drive employee performance and development *For examples, see next page*

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MANAGER E-LEARNING MODULES OVERVIEW

Effective Performance Management

- Driving Results Through Employee Development—**LIVE NOW!**
- Development Plans That Don't Collect Dust—30 April
- Allocating Work to Drive Business Results and Employee Development—Q2

Providing Actionable Feedback

Management Essentials

- Is Management Right for Me?—30 April

Communication

On-the-Job Development and Coaching

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CORPORATE LEADERSHIP COUNCIL™

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