

Developing Mid-Level Bank Managers at Emirates NBD

Emirates NBD
Best Use of a Blended Learning Program
February 2017



Company Background



Company At-a-Glance	
Headquarters	Dubai, United Arab Emirates
Year Founded	2007
Revenue	AED 14.1 Billion
Employees	12,000
Global Scale	The Group has operations in the UAE, Egypt, the Kingdom of Saudi Arabia, Qatar, the United Kingdom and Jersey (Channel Islands), and representative offices in India, Iran, and Singapore.
Customers/Output, etc.	1.2 million retail customers
Industry	Banking/Financial Services
Stock Symbol	EMIRATES
Website	www.emiratesnbd.com

Budget and Timeframe

Budget and Timeframe	
Overall budget	USD 171,163
Number of employees involved with the implementation?	2

Number of subject matter experts involved with the implementation?	10-12
Number of contractors involved with implementation	1
Timeframe to implement	Aug-Dec 2012 Cohort 1/ Jan-May 2014 Cohort 2/ Aug – Dec 2015 Cohort 3
Start date of the program	25 August, 2015 (most recent cohort)

Business Conditions & Business Needs

Emirates NBD was formed by a merger between the second- and fourth-largest banks in the United Arab Emirates, Emirates Bank International and the National Bank of Dubai. It delivers enhanced value across corporate, retail, private, Islamic, and investment banking throughout the region. Today Emirates NBD offers a full range of products and services across the retail, corporate and investment banking areas. It employs a diverse group of over 12,000 people across its global operations.

Emirates NBD Vision

To be globally recognized as the most valued financial services provider based in the Middle East.

Emirates NBD Mission

Every day we make our customers' lives simpler by providing solutions that help them fulfill their financial aspirations.

Emirates NBD Strategy

The bank has laid out an overall strategy with five key elements to achieve global recognition.

Figure 1: Bank Strategy



Source: Emirates NBD 2016

1. Deliver Customer Experience

The bank has envisioned a clear customer-focused approach that permeates across all functions and divisions. The bank is in overdrive mode to attract new customers and build customer loyalty for life through efficient service and simpler products that are designed to power customers' goals and dreams.

2. Build a High-Performance Organization

The financial sector is under tremendous pressure to reduce costs and stay ultra-competitive through better efficiencies and service. To that end, the bank is developing a culture of high performance encompassing people, processes, and systems.

3. Drive Business Growth

The UAE is an overbanked country that presents a huge challenge for all banks. With aggressive growth plans in the UAE and other countries, Emirates NBD intends to grow while grabbing customer share from other local banks.

4. Drive International Growth

With the bank in exceptional financial health, the bank's management has embarked on an aggressive acquisition plan. With a successful acquisition in Egypt and operations in

London and Singapore, the bank is poised for greater international presence in the coming years.

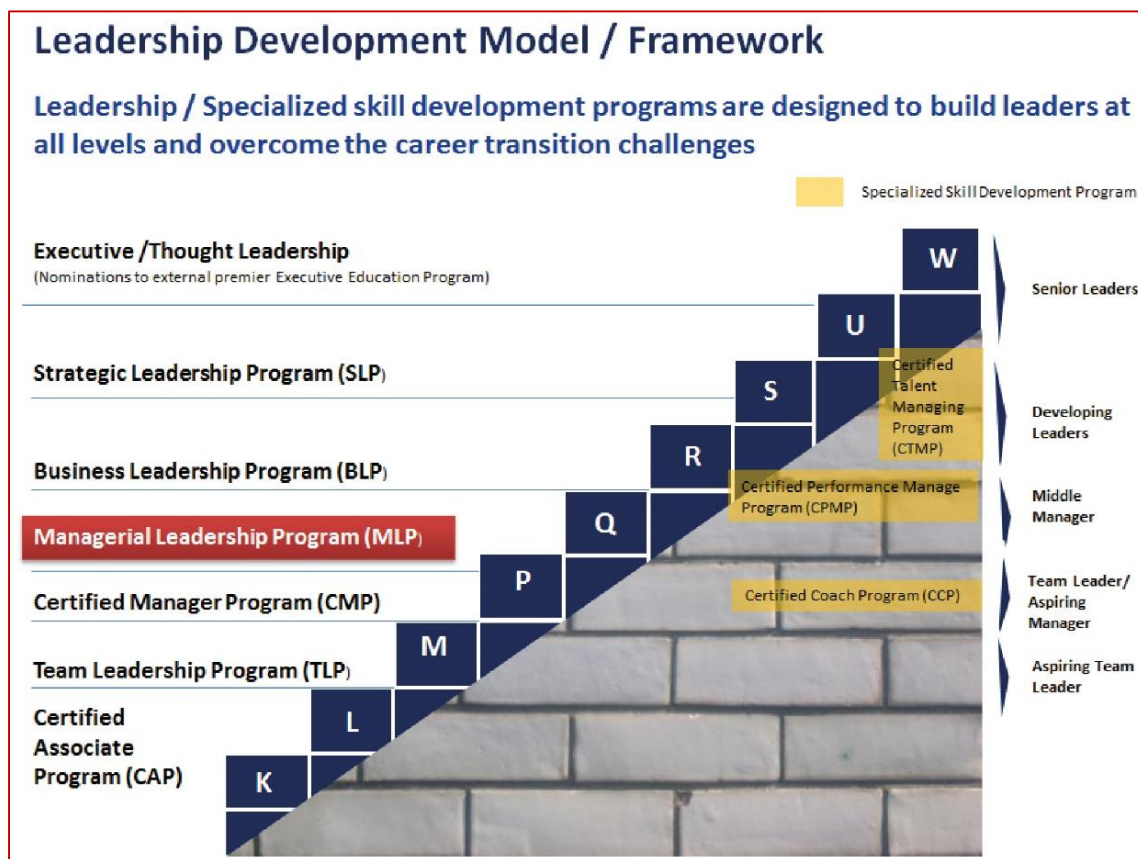
5. Run an Efficient Organization

Emirates NBD is now aggressively pursuing higher efficiencies across all divisions. Major investment has been made in Learning & Development, and Technology to reduce costs and get things done better and faster.

Ensuring Top Performance in the Middle Level

To fuel sustained growth and reach the high standards of the bank’s strategy, the Learning & Development team at Emirates NBD developed several ground-breaking programs to build leadership at all levels – particularly in the middle – a critical part of the bank.

Figure 2: Leadership Development Model and Framework



Source: Emirates NBD 2016

Its middle management level of 600 represents nearly 40% of the managerial workforce. This level plays a vital role in translating strategy to action, and are required to manage both up and down the hierarchy. The bank's growth strategy relies on a healthy leadership pipeline. Middle managers must perform their roles well while preparing for their next roles.

Managerial Leadership Program and the Need for Blended model

The inception of the Managerial Leadership Program for Emirates NBD evolved from a key requirement in driving the bank's strategy of being a high-performing, customer-centric organization.

The program was designed to play a key part in building a high-performance organization from the middle ranks, enabling key growth drivers, efficiency measures, and customer and financial initiatives to maximize shareholder value. The program's primary objective was to develop High-Potentials that were gearing up for future roles. A blended learning model that made use of a virtual learning platform would offer many benefits:

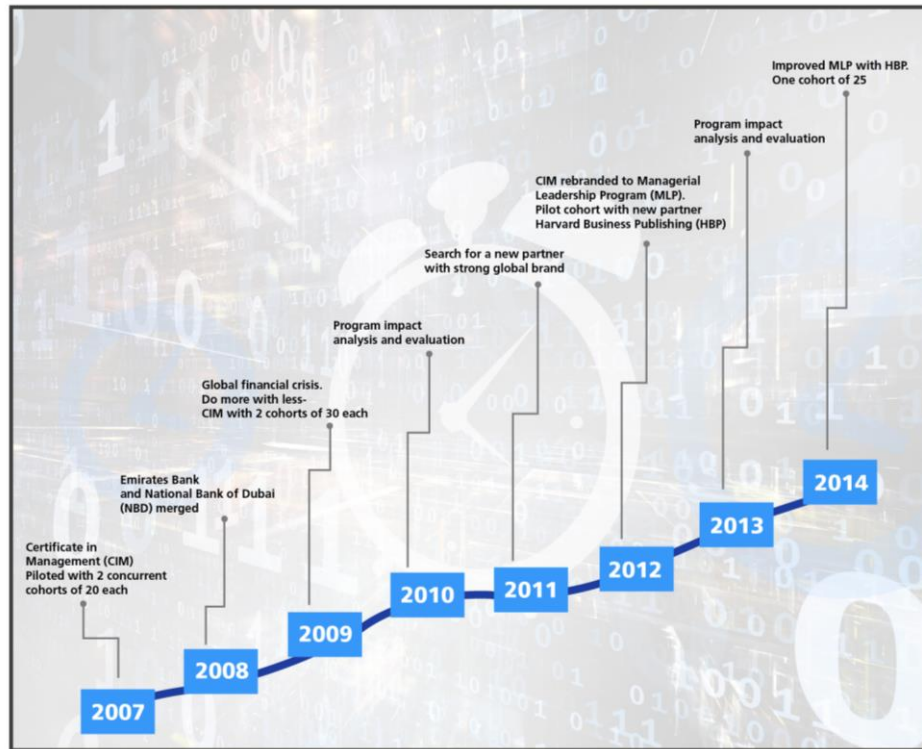
- Minimize time away from business and eliminate travel time and costs.
- Deliver world-class webinars from Harvard professors and expert facilitation by moderators from Harvard Business Publishing.
- Build networks through a shared-learning experience, across geographically-dispersed participants.
- Enhance learning variety and address different learning styles through numerous learning assets – simulations, case studies, articles, and videos.

Overview

The Evolution of Managerial Leadership Program

From 2007, MLP rapidly evolved against the backdrop of the merger and volatility of the financial crisis of 2008. Here are highlights of the program's journey, from its inception in 2007, to its current reputation as one of Emirates NBD's most admired learning programs. This journey took one more step in 2015, when the program's most recent cohort graduated successfully from the program.

Figure 3: MLP Evolution Journey



Source: Emirates NBD 2016

2007-2010 – Certificate in Management

- **2007.** Initially, the program was known as Certificate in Management. The pilot program consisted of two cohorts of 20 participants each. Cohort 1 had Face-to-Face instruction and cohort 2 through online. Although the results were satisfactory, Cohort 1 found it challenging to join the sessions due to time constraints. Cohort 2 had low impact due to below-average learning retention.
- **2009.** After the 2008 bank merger, and during the Global Financial Crisis, the need was to “do more for less.” Two cohorts of 30 participants went through the first MLP, primarily online, with limited face-to-face sessions. However, due to the large number of participants, managing participation and learning was a challenge.
- **2010.** The L&D team evaluated the model content and impact and, based on the findings, redesigned the program by incorporating action-learning projects, live business projects, and strategically partnering with a global learning provider.

2011 – Managerial Leadership Program

2011 was a watershed year for the Certificate in Management program. It was now branded the Managerial Leadership program. Armed with a global vision based on valuable lessons learned from 2009, the bank was seeking a strong global partner that could deliver world-class content to help create world class leaders.

Figure 4: Emirates NBD and Harvard Business Publishing



Source: Emirates NBD 2016

2012 – Managerial Leadership Program Cohort 1

The vision for MLP became reality with the first MLP batch. It finally became a world-class program built on a sustainable model. This comprehensive and rigorous program was scheduled to take place once every two years.

The MLP pilot with new global learning partner, Harvard Business Publishing, kicked off with a single cohort of 25 participants. HBP is known for building leadership capability – the principal objective of MLP.

MLP was linked to the bank strategy of being a high-performing, customer-centric organization. The program was designed to play a key part in building a high-performance organization from the middle ranks, enabling key growth drivers, efficiency measures, and customer and financial initiatives to maximize shareholder value.

2015 – Managerial Leadership Program Cohort 3

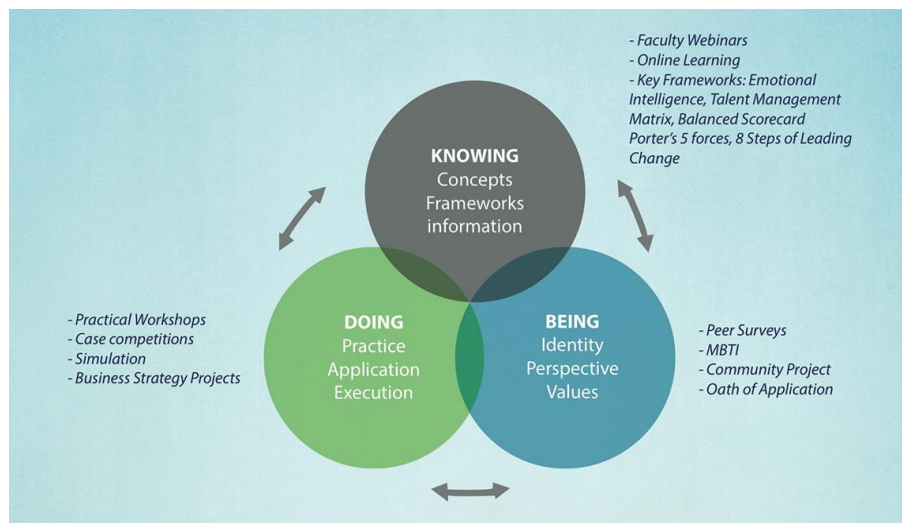
The MLP delivered, built upon the foundations of the previous MLP cohorts, a further degree of customization and curation to meet learning objectives and deliver a program with the highest learning impact.

Specific content enhancements for the 2015 MLP included learning how to present with impact as an individual and as a team. Specific design enhancements included:

- Incorporating the best of research on adult learning where short bursts of study were combined with reflection periods for maximum retention.

- Providing participants with a higher level of expert guidance in the form of a project coach for the action learning projects.
- Basing the entire model of the program for middle managers on “knowing –doing – being,” as depicted in the model below.

Figure 5: Middle Managers Model



Source: Emirates NBD 2016

Three Modules

With classroom instruction and blended learning in various combinations, the program incorporated a carefully-structured blended model that focused on three modules:

- Personal Leadership.
- Team Leadership.
- Execution Leadership.

Module objectives identified the needed capabilities and behaviors within the bank's middle management ranks. Module objectives were decided after numerous interviews with key stakeholders, including bank management, Learning & Development team, alumni of the program, and prospective participants of the program. This process further refined the program's curriculum and design.

Personal Leadership Modules Objectives

- **Self-Awareness.** Build a clear perception of individual strengths, weaknesses, thoughts, and beliefs.
- **Emotional Intelligence.** Develop a deeper ability to recognize one's and other's emotions and use this to guide behavior.
- **Influencing Skills.** Develop better networks and influence stakeholders to get work done.
- **Presenting with Impact.** Build skills to deliver impactful presentations in terms of content, delivery, and body language.

Team Leadership Module Objectives

- **Coaching.** Build skills of ongoing coaching to help develop team members.
- **Feedback.** Develop a culture of accountability through skills of giving and receiving feedback.
- **Identify & Develop Talent.** Recognizing and building the next generation leaders within a team.
- **Inspire & Engage Teams.** Motivate and Inspire high performing team by role modeling desired behavior.

Execution Leadership Module Objectives

- **Understanding & Driving Strategy.** Gain an understanding of best practices on strategic thinking and execution.
- **Implementing Strategy.** Develop a business execution plan in alignment with the existing strategy.
- **Decision Making.** Learn how to make effective decisions post reviewing asymmetric information and weighing pros and cons.
- **Risk Compliance.** Learn the importance of risk compliance and how to mitigate risk.

Presenting with Impact

In addition to the facets covered in the previous cohorts of MLP, based on input received from stakeholders, a module on presenting with impact was included in 2015. Individual and group presentation skills have been identified as key skills for middle managers and are often a struggle.

MLP 2015 included two full-day workshops on “Presenting with Impact,” both individually, and in a group setting. During the workshops, participants were recorded and then given feedback, based on the recording, on content and style of presenting.

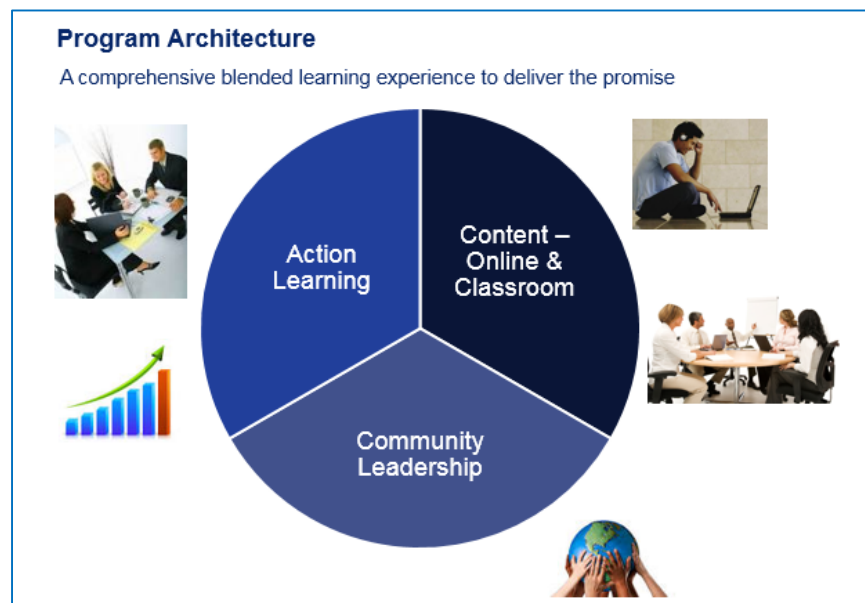
Design of the Program

MLP is a five-month program for a cohort of 24 participants. It is composed of three modules, each delivered over four weeks, with two days of skill practice, face-to-face workshops for each of the modules.

The program is primarily deployed through the learning partner’s virtual leadership development platform. Participants access online, self-paced learning elements, and join in real-time faculty and executive lectures, simulations, case discussions, and moderated group discussions and activities.

In addition to the three modules the program, it is bookended by a kickoff/launch session that begins the journey of self-discovery and a graduation that concludes the program.

Figure 6: Program Architecture



Source: Emirates NBD 2016

Content Online and Classroom – Conceptual Learning

Follows a four-week process of Learn-Practice-Apply-Consolidate.

Learn

- 90-minute webinars conducted live by Harvard Business School faculty.
- 1-2 books relevant to the module objectives.
- Variety of learning assets (case studies, articles, tools, worksheets).

Practice

- Two day face-to-face workshops conducted by Harvard Business Publishing Facilitators.

Apply

- On-the-job application assignment for each module:
 - **Personal leadership: Teaching Others Assignment.** This assignment speaks to the Harvard Philosophy of “Leaders as Teachers,” where each participant was asked to cascade their learning of the module to 5-6 members of their team through a 30-minute presentation. The true value of this assignment came to being when the impact of this program was cascaded to 70 other individuals in ENBD through this exercise. The assignment also linked to its objective of presenting with impact as participants received feedback from the group they presented to on their presentation style.
 - **Team leadership: Coaching Conversations.** To inculcate a culture of giving feedback and coaching, each participant was asked to coach two members of their team and practice the GROW model. At the end of the program, numerous participants mentioned to us that the coaching conversations were a start to a journey of an ongoing coaching relationship they have started with their team members.
 - **Execution Leadership: Translating Strategy into Action.** A Balance Score Card exercise: this was identified as one of the most powerful action-learning exercises where participants gained insight into the strategy roll-out of each of their functions and created a balance score card for their business unit.

Consolidate

- **Two-hour Webinar to Close Action Learning.** During each of these sessions, four participants were called upon to share their experience of the action-learning exercise and learning gained with others on the session and then probed, questioned by the facilitator further stressing upon the principle of learning from others.
- **Action learning.** Four teams worked to establish the business case, apply methodologies, and make recommendations for a real corporate issue. They were evaluated by senior ranks of the organization for implementation organization-wide.

The action learning projects that the team undertook:

1. An enterprise-wide loyalty program.
2. An initiative for paperless banking.
3. An Islamic-banking youth credit card.
4. A relationship management workbench.

Community Leadership

The effort to develop the human side of leadership required participants to learn how to use personal power for the good of the community. Teams of participants identified projects that would benefit society and pursued them on their own time.

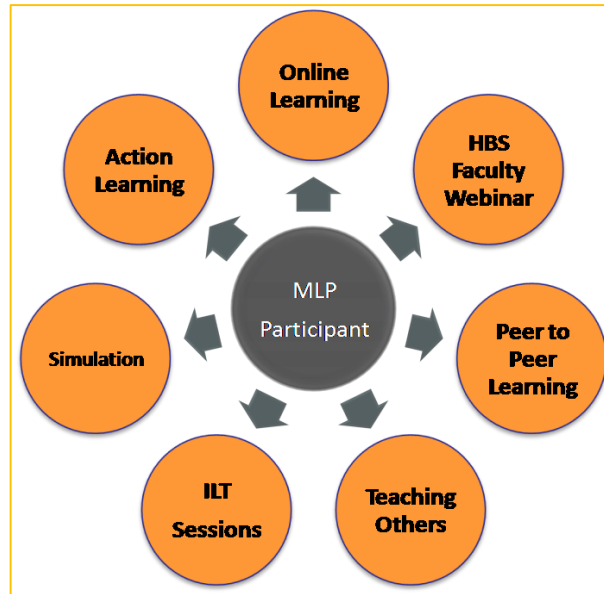
The community learning projects that the team undertook are:

- Seeing the world through my eyes.
- Providing ABC banking services – giving money and financial tips.
- Financial literacy in youth.
- Change a bulb, change the world.

Blended Design Elements

Each of the three modules was delivered in a blended manner.

Figure 7: Blended Model



Source: Emirates NBD 2016

The blended model is intended to reduce time away from the workplace, give middle managers flexibility in their learning, and promote greater impact and visibility through action learning projects. The intense and rigorous program was a rich blend of various adult learning methods providing participants variety and fun. The seven components are:

Online learning. Provided flexibility for the participants and access to world class material from Harvard Business Publishing.

HBS Webinar. Each module had 90-minutes webinar by relevant faculty from Harvard Business School. This set the backdrop for the module and provided a foundation of learning for participants. During this webinar participant also had an opportunity to interact with the faculty member.

Peer-to-Peer Learning. Each module had two days of classroom, participant-centered learning wherein Harvard Business School case studies were discussed and presented. Besides the classroom, participants worked in teams on action-learning projects and community leadership projects which gave them an opportunity to collaborate and learn in a meaningful manner.

Teaching Others. The participants were expected to cascade and share with their larger team one of their key learnings from the program. For example, participants chose time management, emotional intelligence. This projected the leader as a teacher in the organization and helped to cascade the program further to others in the organization. This activity also increased the impact of the program manifold.

Instructor-led Training. Every module had two days of instructor led training led by subject matter experts sourced globally. The learning objective of presenting with impact was also delivered through two days of instructor led training.

Simulation. The module on personal leadership covered a simulation on emotional intelligence where participants learnt key concepts through experiential learning. The consolidation webinar forced participants to reflect on their learning gained through the simulation.

Action Learning. The participants were given real-life business and community projects to demonstrate and develop their business acumen as well as community leadership.

As explained above, the entire design incorporates a rich blend of learning methodology, which enhanced participant engagement and retention of learning.

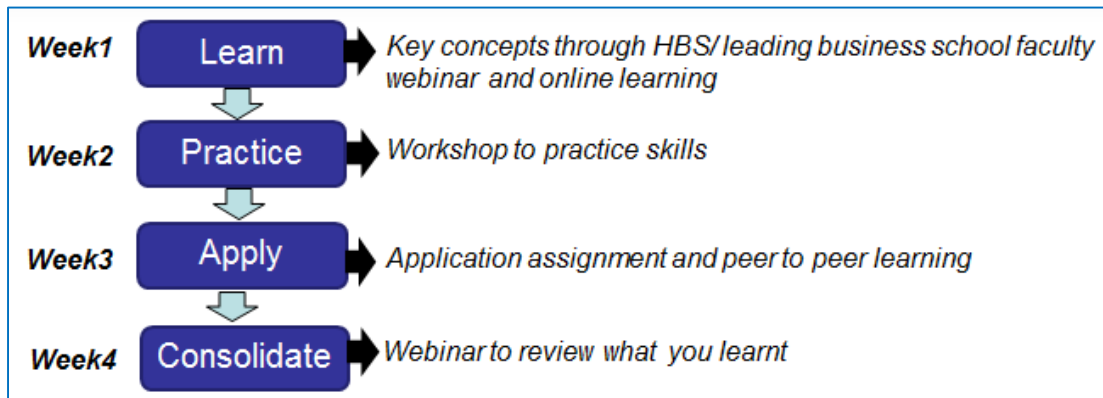
Delivery of the Program

MLP interwove online learning, webinars, practical classroom sessions, on the job application and reflection. Each module commenced with a 90-minute context-setting webinar, followed by two weeks of online case study preparation and discussions, followed by two days of classroom workshops, led by external faculty, and two weeks on the job application or team assignment.

While the learning partner and internal program manager served as engagement managers, each workshop included participation by an internal subject matter expert, a senior bank executive, that played a vital role in contextualizing the content. Speakers included the Head of Talent Development and Head of Strategy for the bank.

MLP addressed each of the three themes of personal leadership, team leadership, and execution leadership in four-week increments. Each module then consisted of a blend of workshops, HBS faculty webinars, and simulations.

Figure 8: MLP Learning Structure



Source: Emirates NBD 2016

Virtual Learning

MLP was deployed primarily through Leadership Direct, a cohort-based, virtual blended leadership development program provided and supported by HBP. The Leadership Direct platform served as a central resource for participants. Through the platform, participants accessed online learning elements for self-paced learning, and joined in the HBS faculty webinar, simulation, and other moderated group discussions and activities. Benefits of leveraging this platform included:

- Always available. Learning material is available to participants 24/7.
- Connect from anywhere. Participants can connect this platform from any place that has internet access.
- Easy to track assignments and schedule in one place.
- Ability to easily download materials. Participants can download reading content from the program onto their laptops as well as handheld devices for easy access when travelling.
- Peer to peer learning. Online discussion forums foster peer learning.

Figure 9: Platform Screenshot



Source: Emirates NBD 2016

Face-to-Face Learning

Each four-week module included a two-day face to face workshop. Workshop structures included case discussions, role-playing, new tools, application exercises, and other activities to let participants practice skills in the Learn, Practice, Apply, Consolidate approach.

Each face-to-face workshop is facilitated by an actual practitioner of the business. For this MLP cohort, globally-recognized facilitators that were industry leaders in their area of expertise delivered the workshops.

Business Projects

The Action Learning component of the program required participants to evaluate one of four strategic projects, analyze them, and make recommendations for implementation. The four projects spanned new strategies for market and segment penetration, regional market share growth, and formulating new value propositions.

A senior committee of ENBD business leaders and the HBP program director selected projects to implement. This year, the projects chosen were about creating an enterprise-wide loyalty program, a paperless banking initiative, an Emirates Islamic youth card, and the creation of a relationship management workbench. Early indications show that the collective impact of these initiatives annually is approximately AED 150M (USD \$40M).

Support for Action Learning projects included an HBP project coach that is, at present, the Chief Strategy Officer for a company listed on the Indian stock exchange. The project coach conducted periodic calls with the teams to review project progress, probe them, and provide coaching support.

The project teams were also under the tutelage of an Emirates NBD project sponsor – that gave feedback, helped remove internal barriers when they arose, and served as an overall guide to the team. The teams presented their findings to the project sponsor and to Emirates NBD stakeholders as a final submission.

The image below shows the flow of the project over the entire course of the program with the involvement of stakeholders.

Figure 10: Project Flow Over the Entire Course of the Program

Steps involved in Action Learning Project/ Details	Project Identification (Before launch of Execution Leadership module)	Understand strategic goals (Week 2, EE Module)	Conducting external/ internal environment analysis (Week 3)	Developing strategy (Weeks 4, 5)	Developing an execution plan (Week 6)
What is this	Identification of 4 strategy development projects	Participant teams understand the project on which they need to develop a strategy	Participant teams conduct an external and internal environment analysis on the strategy assignment	Participants create a strategy document containing their recommendations	Participants create the strategy execution plan which covers customer and people plans
Role of HBP appointed moderator (Process Adherence and Facilitating Application)	One hour call with mgmt team of the client to explain the concept and request them to identify 4 opportunities where participants can create strategy	Conduct a 2 hour project kick off meeting with the participant teams explaining them their project and asking them to develop a work plan	Explain the analysis tools to the participants Conduct a 1 hour virtual "check" to ensure process adherence	Explain strategy development tools Conduct a 1 hour virtual "check" to ensure process adherence	Explain strategy implementation tools Conduct a 1 hour virtual "check" to ensure process adherence
Role of Emirates Coach (Application to Emirates NBD context and coaching)	Work with the management team to identify 4 projects	Each participant team to consist of 5-6 members	Review participants progress and provide coaching Give inputs from a banking perspective	Review participants progress and help participants build the document Approve and validate	Review participants progress and help participants build the document Approve and validate

Source: Emirates NBD 2016

Program Schedules

2015 – The program ran from October to December 2015.

Figure 11: Managerial Leadership Program 2015 Schedule

	A	B	C	D	E	F	G
Managerial Leadership Program 2015- Schedule							
Program Events	Aug	Sep	Oct	Nov	Dec	Venue	
Soft Launch	18					Online	
Program Launch Ceremony	25					GHD	
Learning thru' Case Study- Workshop	25					GHD	
Line Managers workshop	25					GHD	
Module 1: Personal Leadership (PL)							
Understand Self to lead others (MBTI)	25 & 26					GHD	
Business Presentation Skills I & II		5			5	L&D	
Webinar: Personal Leadership		15				Online (4-5:30 p.m.)	
PL - workshop		19&20				L&D Meydan	
PL webinar consolidation			5			Online (4-5:30 p.m.)	
Module 2: Team Leadership (TL)							
Webinar: Team Leadership			7			Online (4-5:30 p.m.)	
TL - Workshops			12&13			L&D Meydan	
TL webinar consolidation				3		Online (4-5:30)	
Module 3: Execution Leadership (EL)							
Webinar: Execution Leadership				11		Online (5:30-7 p.m.)	
EL - Workshop				21&22		L&D Meydn	
EL webinar consolidation					8	Online (4-5:30 p.m.)	
Group Coaching Session						TBA	
Field Visit			TBA			TBA	
Projects							
Community Leadership Project	26 (Launch)	19 (Interim Progress)		14 (Final)		GHQ&L & D	
Action Learning Project		20 (Launch)		TBD (Interim)	14 (Final)	L & D GHD	
Program Evaluation					TBD		
Graduation Ceremony					14	GHD	
Critical Surveys							
Supervisor Survey	Early August				Early dec		
Self Survey	Early August				Early dec		
Peer Survey TBD*							

Source: Emirates NBD 2016

Figure 12: MLP Cohort Graduation



Source: Emirates NBD 2016

Change Management Efforts

As is often said, “People do not mind change, they mind being changed.” Understanding the challenge of bringing about change, the Kotter 8-step process for leading change was used.

Figure 13: Kotter 8-step Process



Source: Emirates NBD 2016

One additional metric speaks the loudest. the following data clearly indicates the MLP has significantly contributed to career progression and talent retention. While it has directly helped filling in key leadership roles, indirectly it has significantly saved on new hiring costs as well. What is clearly visible is how MLP has enabled career progression as well as employee retention.

Figure 14: Cohort, Progression, and Attrition

Cohort	Progression (MLP/Control Group)	Attrition (MLP/Control Group)
2012 (N=22)	95%/30%	15%/40%
2014 (N=23)	40%/5%	10 %/30%
2015 (N=24)	To be captured	5%/20%

Source: Emirates NBD 2016

The Bank Partnered with HBP. A learning solution provider who was well known to and held in high regard by many of the stakeholders. Therefore, their recommendations were readily embraced. Together they established a collaborative approach across all activities.

Needs Assessment

Design and content was co-created with HBP. To maintain objectivity, HBP held extensive interviews with prospective participants, line managers, alumni of the MLP program and senior management team members; presented a summary of the process outcome; and proposed design and content to the bank’s leadership and management development group.

Curriculum Design

The decision to run small cohorts (20-25 participants) was based on the outcome and feedback received from earlier programs. It was determined that cohorts of this size would be more effective, with participants getting more attention, and experiencing greater intimacy than larger groups of learners.

Decisions on modules and content were aligned with the organization's leadership development vision. Program architecture ensured that the design would enable learners to “know-do-be” by providing world-class knowledge and the opportunity to implement learning through action learning and community leadership projects.

MLP's three main modules are a result of a systematic analysis of feedback, focus groups, interviews, and a series of discussions with the learning partner.

Two new elements focused on self-awareness and self-regulation.

- Because self-awareness was identified as a necessary first step in the development journey, MLP is initiated with an individual's Myers-Briggs assessment. This awareness enables the participants to begin the journey of self-discovery prior to the Personal Leadership Module. Action Learning project teams were formed based on the Myers-Briggs assessment so that team members would support and leverage each other's strengths.
- Because the ability to present with impact as an individual, and as a group, is of paramount importance, a specific module entitled "Presenting with Impact" was included in the Personal Leadership module of the MLP 2015 design.

The bank took great care in selecting faculty from a pool proposed by their learning partner. Stringent criteria including subject matter expertise, facilitation skills, prior experience in the region, international exposure, and reference checks were used.

Technology Implementation

Given the nature of the banking business and the novelty to the institution of online learning and course portals, technology implementation was challenging. The bank's IT and RISK unit vetted the online portal and webinar software. The participants, new to webinars and online learning, required hands-on training.

Measureable Benefits

The program was measured on the four level Kirkpatrick evaluation strategy contextualized to the performance criteria set out for the program:

1. **Reaction.** Post-event feedback taken on module design, relevance of content, applicability of content to workplace. All modules scored above 4.2 on a 5-point scale.
2. **Learning.** Learning Impact metrics measured through the Harvard ManageMentor online learning and performance support resource from Harvard Business Publishing.
3. **Behavior.** Pre-launch behavior measures were put in place based on the objectives of each of the modules where Personal leadership included self-

awareness, EI, influencing skills and presentation skills. Team leadership included ability to coach, give feedback, motivate and inspire teams and Execution leadership included understanding and implementing strategy, decision making and risk compliance.

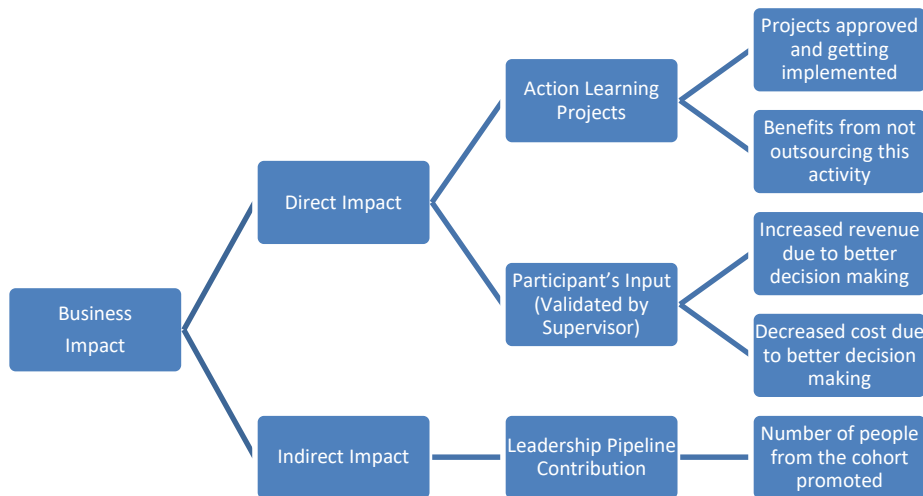
4. Results. Business Impact of individual projects and Action Learning Projects

The program’s Level 3 impact measured the delta of change in behavior through self and supervisor surveys. Level 4 was measured through an effectiveness exercise conducted after conclusion to evaluate the extent to which participants applied their learning towards a business project and had a measurable ROI or business impact on the company. The Level 4 effectiveness exercise evaluated the ROI or other business impact of new business projects where participants applied their learning.

On the ROI front, individual projects undertaken by participants report a direct revenue increase of USD \$3.8M and a cost saving of USD \$1.1M. The figures reported are leading indicators that it is still receiving submissions for the same. This is approximately 300% immediate ROI with revenues still coming in.

The image below outlines how business impact was assessed.

Figure 15: Business Impact Assessment



Source: Emirates NBD 2016

Business Impact: Indirect + Direct

Indirect business impact Level 3 was assessed through leadership pipeline contribution (promotions or expanded roles).

Level 3 was further measured through a self-survey rolled out to the participants and a supervisor survey rolled out to the supervisors of the participants at the outset of the program as well as the end of the program. This gave us a measurable delta of change. The highlights include an average 33% increase on the 12 learning objectives the participants were measured on in the self-survey with key objectives like an understanding of strategic thinking and execution, skills of giving and receiving feedback showing an increase of over 50% on average.

The supervisor survey for Level 3 also showed a significant delta of change with an average increase of 20% across all three modules from the supervisor assessment prior to and after the program.

For reference below please find the pre-assessments of participants and their supervisors which set a baseline measure of how often they exhibited the priority management behaviors. See findings in Figure 16.

Figure 16: Management Behavior, Participant Perception, and Supervisor Perception

Management Behavior	Participant Perception	Supervisor Perception
Deliver impactful presentation	42%	54%
Develop network & influence others	58%	57%
Emotional Intelligence	83%	63%
Identify & Develop Talent	58%	58%
Giving & Receiving feedback	46%	61%
Coaching	58%	54%
Risk & Compliance	67%	76%
Effective Decision Making	67%	54%
Business Execution	54%	73%

Source: Emirates NBD 2016

Direct business impact Level 4 was assessed through two methods: participant inputs and action learning projects.

Participants' Input

The learning partner evaluated participants' input one-year post-program through their business impact measurement template. Participants were asked to identify decisions they had made, leveraging what they learned from the MLP program, that helped them either increase revenue or decrease cost. Participants were then asked to assign a financial value to each decision. They were asked to provide two values.

- **Confidence % of the Value.** How confident they are that this value is correct.
- **MLP Contribution %.** How much of the value created will they ascribe to MLP.

The information was then used to calculate the net business impact of the program.

Examples

- Participant X's decision increased revenue by \$112,300, with a 90% confidence that the value is correct, and 60% of that value ascribed to MLP, yielding net value of \$60,660.
- Participant Y's decision decreased cost by \$54,800, with a 100% confidence that the value is correct, and 60% of that value ascribed to MLP, yielding net value of \$32,875.

Action Learning Projects

Participant teams evaluated four strategy projects: understand and analyze the project, make recommendations, and consolidate the findings – all using tools and techniques introduced in the MLP. Many strategy projects are evaluated each year, through the Group Strategy team, with only select projects reaching implementation. The organization valued each action learning project based on the cost savings of GST staff hours and potential outsourcing. Although the MLP projects ultimately were not implemented, their work accelerated the organization's efforts towards implementing the most strategically beneficial projects. The 2014 cohort projects have contributed \$274,000 in savings.

In the cohort of MP 2015, central to the learning was an action learning project through which participants applied the learning to their role at ENBD. Cross-functional teams established the business case, applied methodologies, and made recommendations for a real corporate issue. The overall revenue impact of implemented projects has been estimated at \$115M over three years for this year's projects alone and two of the projects are in the pipeline for implementation.

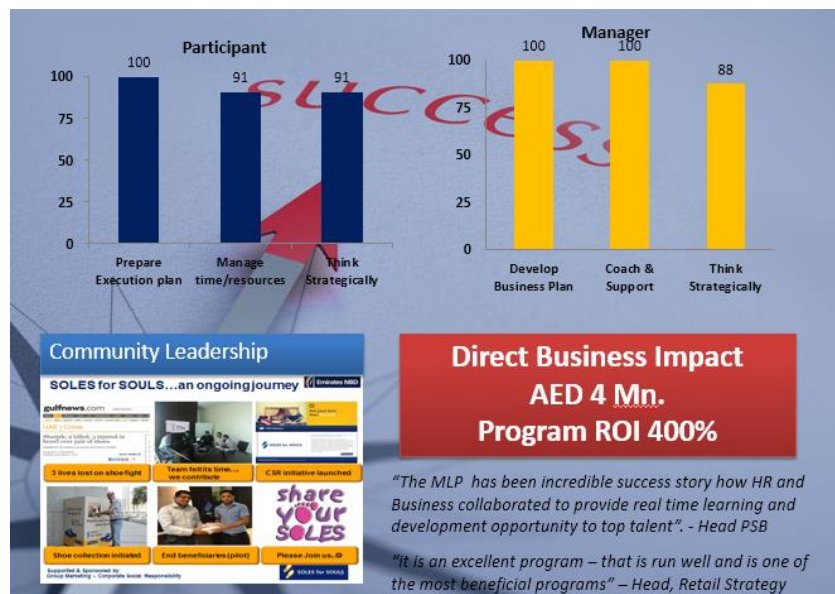
Contribution to Leadership Pipeline

From data collected from HR, approximately 39% of MLP participants in the 2012 cohort were promoted or given more complex roles within the organization. Of the 2014 participants, 20% have been promoted, with 20-30% additional promotions by this year end. This indicates that the organization is developing a strong leadership pipeline through MLP. Financial impacts of retention and recruitment cost savings were not measured.

Summary of Overall Business Contribution

- **Direct Business Impact (to date).** Exceeding four times the cost of the two cohorts.
- **Leadership Pipeline Contribution.** 40% of leaders already contributed to the organization.

Figure 17: Direct Business Impact



Source: Emirates NBD 2016

Impact Measurement

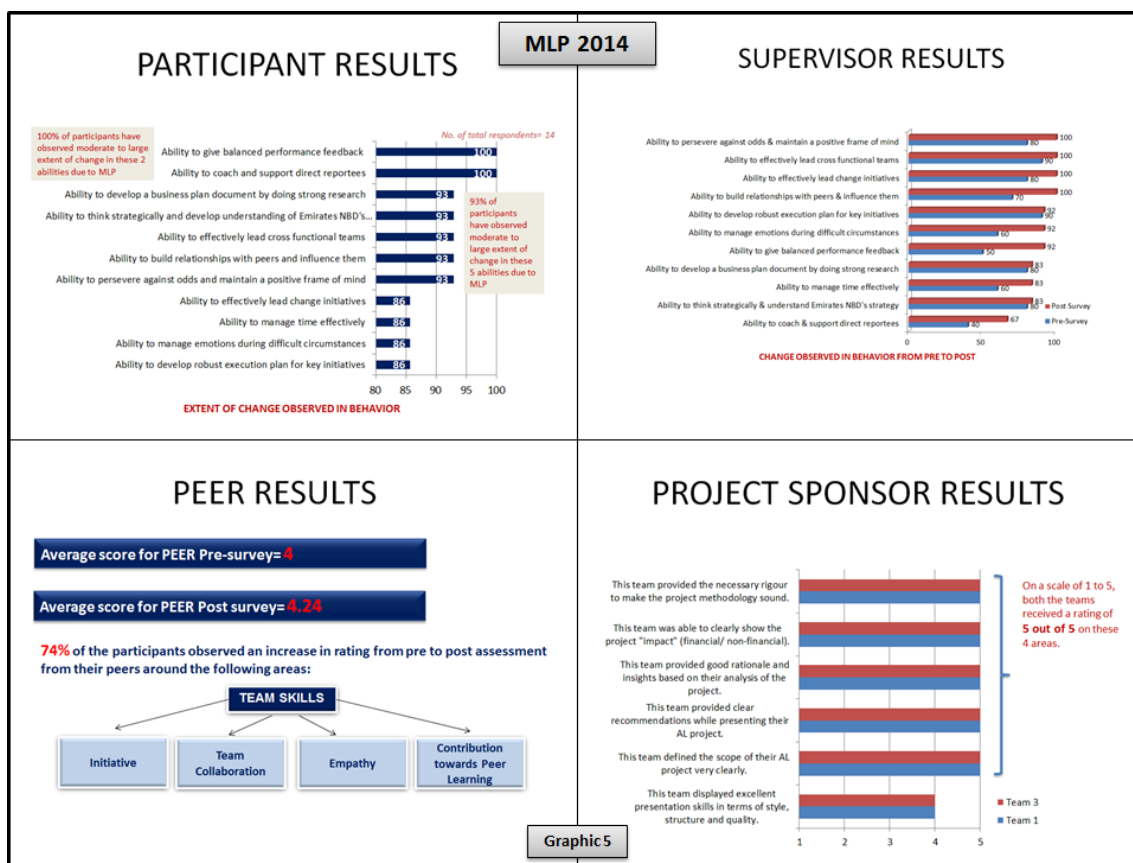
Impacts were measured a year after cohort completion. Alongside measuring participant transformation and progress, ROI became the key focus in terms of direct business benefit, as well as measurement of participant transformation and progress. Additional metrics followed the Kirkpatrick learning evaluation model.

To maintain objectivity and credibility, the impact study was led by the learning partner and facilitated by the internal program manager, based on a formula established by the learning partner.

Behavioral Impact

A survey of participants and supervisors as well as feedback from the business was used to assess behavioral impacts at Level 3. The abilities and behaviors measured are directly linked to the personal, team, and execution leadership objectives that support the bank's core business goals. Please refer below to the 2014 survey results of supervisors, participants, peers, and sponsors.

Figure 18: Behavioral Impact



Graphic 5

Source: Emirates NBD 2016

Findings from Experimental and Control Groups

For MLP 2014 a batch of 50 middle managers were used to determine the program's effectiveness. The Experimental Group was the 25-member cohort that participated in MLP while the Control Group was made of the 25 managers who did not participate. Post-program change measurements were done in select areas and the results clearly showed the positive scores for managers who participated in MLP and flat or negative scores for those who didn't.

Figure 19: Change, Experimental Group, and Control Group Results

Change	Experimental Group	Control Group
Career progression	↑ 40%	↑ 10%
Attrition	- 1	- 4
Performance rating	↑ 30%	↑ 10%
Team attrition	↓ 20%	↑ 20%
Employee engagement	↑ 10%	-

Source: Emirates NBD 2016

As shown above, 40% of the MLP graduates moved a level higher compared to 10% in the control group. Only one MLP graduate separated compared to four in the control group. 30% of the MLP graduates improved on their annual performance rating compared to 10% in the control group. Attrition in the teams managed by MLP graduate reduced by 20% (based on coaching and development discussions) whereas it increased by 20% in teams managed by the control group. Employee engagement increased by 10% in the experimental group while it remained flat in the control group.

Overall

Key Findings

The Managerial Leadership Program has evolved through several implementations to become a model for other development programs at Emirates NBD.

- The combination of the need to do more with less and the difficulty of engaging increasingly time-constrained participants led to the selection of the blended model.

- MLP participants found the delivery structure and approach met their learning needs. The interactivity helped participants build stronger networks and a sense of high camaraderie with their fellow-cohort members.
- MLP participants have also indicated that in 2015, they have benefitted greatly in their individual skills as professionals due to the deep entrenchment of self-awareness through MBTI and self-regulation through the personal leadership module journey including presenting with impact.
- The 2015 program offered valuable training for the line managers and supervisors of participants in how to provide support which resulted in increased engagement. The program also engaged sponsors of action learning projects as well as an external coach who served as expert guidance through the entire action learning project.

Lessons Learned

While traditional training approaches work well in this part of the world, the combination of the need to do more with less and the difficulty of engaging increasingly time-constrained staff in a long-view development journey led to the selection of the blended model. By all measures, MLP participants found the delivery structure and approach met their learning needs. The interactivity helped participants build stronger networks with people of varied perspectives.

Moreover, the blend of traditional learning methods (conceptual) with bringing “workplace” situations to life (action learning) is considered a successful approach. It will be continued, and is being considered for other programs in the leadership development framework. The nomination and intake process, which aimed at minimizing drop-out, included a readiness interview that clearly set expectations on the time commitment (7 to 10 hours per week). The result was increased engagement and support for the participant to attend classes, do the work, and generally meet the demands of MLP.

Another key lesson learned involves business stakeholders, whose commitment and enthusiasm would yield more and better action learning projects, offers to guide or sponsor projects, and offers of guidance and support in evaluating various phases of the program. Future iterations would encourage their sustained involvement throughout the journey with a close connection to program participants.

Winning management support is crucial, also, for continued investment. The practice must focus on metrics the executive team deems valuable. The external learning partner

was a vital element of MLP. Their insight and advice has helped the L&D team consider new ideas for other levels of the organization.

What's Next?

The MLP journey is not a solo one. Both the participant and line manager sign a contract indicating their commitment to and investment in the program. The manager serves as the on-the-job coach and is expected to model behaviors. Once the participant graduates from MLP, the line manager translates the individual results and goals into the participant's individual development plan. In addition, the manager is responsible for identifying new challenges or roles for the participant.

In the talent review process, a mechanism is in place for LMD and the respective business head to review each MLP graduate twice per year, assessing his or her progress, performance, change in behavior, and readiness to take on higher roles.

An MLP Community of Practice brings 2012, 2014 and 2015 alumni together for thought leadership seminars, focus groups (start/stop/continue), and other events that keep MLP learning alive. At the specific behavior level, most of the participants were new to Emotional Intelligence. The program gave the needed awareness and experience which participants have had to apply at their workplace and deepen their appreciation for EQ.

In addition, time management was a challenge for most and a surprise outcome. Learning how to leverage the functionalities of Microsoft Outlook/calendar to align how they used their time to critical goals was a clear win which will continue. Participants have cascaded the learning to staff in their respective units also to junior programs like the Certified Manager Program.

Subsequent cohorts of MLP are planned. Some changes to the specific readings or lectures are likely to be made, but the focus on the qualities of personal leadership, team leadership, and execution leadership remains in place, as does the adherence to the MLP Model. Specific planned additions to MLP include team coaching, innovation, financial acumen and providing all material in (paperless) electronic form.

Figure 20: MLP Testimonial

“MLP has transformed the way the bank engineers the success of organizational learning and development, particularly in its leadership development initiatives. Based on MLP’s success, the design, partnership, evaluation of outcomes, and the overall rigor of MLP, have set a benchmark for other programs.

Feedback from participants was solicited during and after every cohort run. Continuous improvement in terms of design, content, and faculty means that, while the core may somewhat seem same, the features and benefits have drastically changed over the years to make the program more robust and focused in delivering value.

The robust blended methodology used in MLP has transformed the learning culture in the organization and cascaded to other learning initiatives in the organization. Today, it is considered the gold standard in leadership training.

The MLP success story and the lessons learned have been presented at public professional forums and shared with several Learning & Development professionals in the region. We believe we have compelling reasons to share this best practice globally.”

Source: Emirates NBD 2016

The bank has seen the benefit of action learning and community leadership projects. The management has embraced the methodology for implementing it across the leadership framework. The community leadership projects, which have ignited the participants’ interest in ongoing volunteering, will be sustained through the bank’s Corporate Social Responsibility.

About Brandon Hall Group

Brandon Hall Group is a HCM research and advisory services firm that provides insights around key performance areas, including Learning and Development, Talent Management, Leadership Development, Talent Acquisition, and HR/Workforce Management. With more than 10,000 clients globally and more than 20 years of delivering world-class research and advisory services, Brandon Hall Group is focused on developing research that drives performance in emerging and large organizations, and provides strategic insights for executives and practitioners responsible for growth and business results.

Inspiring a Better Workplace Experience

Our mission: Empower excellence in organizations around the world through our research and tools each and every day. At the core of our offerings is a Membership Program that combines research, benchmarking and unlimited access to data and analysts. The Membership Program offers insights and best practices to enable executives and practitioners to make the right decisions about people, processes, and systems, coalesced with analyst advisory services which aim to put the research into action in a way that is practical and efficient.

Membership Offers Tailored Support

Our membership delivers much more than research. Membership provides you direct access to our seasoned team of thought leaders dedicated to your success, backed by a rich member community, and proactive support from our client services team.

RESEARCH ACCESS & EVENTS

- Reports
- Case Studies, Frameworks & Tools
- DataNow® & TotalTech®
- Webinars and Research Spotlights
- Annual HCM Conference

ADVISORY SUPPORT

- Ask the Expert
- 1 on 1 Consultations
- Research Briefings
- Benchmarking



CLIENT SUCCESS PLAN

- Your Priorities
- Executive Sponsor
- Client Associate
- Monthly Meetings

Strategic Consulting Offers Expert Solution Development

Our consulting draws on constantly updated research and hundreds of case studies from around the globe. We provide services that simplify and target efforts to produce business results.

BENCHMARKING

- Competitive/Comparative
- Maturity Model
- Custom Research

STRATEGY

- Business Case
- Planning
- Organization & Governance

TECHNOLOGY SELECTION

- Vendor Selection
- Architecture Design
- Systems Evaluation

DEVELOPMENT & INTEGRATION

- Program Design
- Assessment
- Survey
- Process Integration

For more information, contact us at success@brandonhall.com.