

Royal Dutch Shell Program Helps Leaders Lead Themselves

Royal Dutch Shell

Best Use of Blended Learning Program

October 2018



Company Background



Company-at-a-Glance

Royal Dutch Shell is an integrated energy company that aims to meet the world's growing demand for energy in ways that are economically, environmentally and socially responsible.

Its operations are divided into Upstream, Integrated Gas and New Energies, Downstream and Projects and Technology. Shell's strategy is to deliver a world-class investment case, with a strong license to operate and rather than being part of an evolving industry, it aims to lead it.

Shell has taken important steps to reshape the company and set a clear course to become the world's most competitive energy provider while maintaining the largest value share among competitors. Its refreshed purpose — powering progress together by delivering more and cleaner energy — is a compelling call to action for the company's leaders to deliver its aspiration. Achieving this will require leaders to engage and motivate Shell's people to be their best.

Headquarters

The Hague, The Netherlands

Year Founded

1907

Revenue



\$305.2 billion



Employees	86,000 on average
Global Scale (Regions that you operate in or provide services to)	Global in over 70-plus countries.
Customers/Output, etc. (Key customers and services offered)	57.1 million tons of liquid natural gas sold during the year, 22 refineries in which Shell has interests, 3.7 million barrels of oil equivalent produced per day.
Industry	Oil and gas
Stock Symbol	LSE: RDSA, RDSB
Website	www.shell.com

Budget and Timeframe

Budget and Timeframe	<p>The journey from concept to roll out of the Leading to Engage and Deliver (LEAD) program took six months. After engaging with global business stakeholders, the team developed a high-level design, shaped and validated by a senior sponsor group with representation and commitment at the executive level. A detailed design followed and was pressure-tested through a dry-run and continuous improvement event. This provided the opportunity to challenge assumptions and hear diverse points of view from both sponsors and representatives of the target leadership population.</p> <p>As the final design was being made ready for pilot and roll-out in four locations in Europe, Asia and the Americas, the learning and development company Hemsley Fraser set about accrediting and operationalizing the global faculty. This process was accelerated via a digital faculty hub, a central platform for sharing core program materials and details of the global people initiatives that matter to Shell’s workforce.</p>
Overall budget	The estimated cost from design through to delivery is estimated at \$250,000.

<p>Number of (HR, Learning, Talent) employees involved with the implementation?</p>	<p>The team which made it all happen ...</p> <p><i>Global Design & Implementation Team</i></p>  <p><i>Sponsors</i></p> 
<p>Number of Operations or Subject Matter Expert employees involved with the implementation?</p>	<p>SMEs included experts from:</p> <ul style="list-style-type: none"> • HR Analytics. • Enterprise Talent. • Performance. • Safety. • Shell Health. • Diversity and Inclusion. • Brand. • Continuous Improvement and Operational Excellence. • Ethics and Compliance.
<p>Number of contractors involved with implementation</p>	<p>Hemsley Fraser design and delivery team.</p>
<p>Timeframe to implement</p>	<p>6 months</p>
<p>Start date of the program</p>	<p>March 2017</p>

Business Conditions and Business Needs

Royal Dutch Shell has set a clear course for becoming the world’s most competitive energy provider while maintaining the largest value share in the industry. Its refreshed purpose — powering progress together by delivering more and cleaner energy — is a call to action for its leaders. To deliver on this aspiration, its leaders must engage, inspire and motivate their people to be and give their very best. Shell knows that when its people are engaged

and inspired, they commit more effort, more energy, more creativity and more value. Leadership in Shell needs to be all about engagement and delivery.

Shell's aspiration to lead the evolving energy industry means there is a greater than ever need for leaders to strengthen their employee engagement skills to deliver safety, innovation and peak performance through their people. External research shows how strong engagement is the key to unlocking discretionary employee effort to deliver top performance. Shell's internal analysis of annual employee engagement surveys backs this up. This analysis proved a positive correlation between strong employee engagement and improved business and safety performance. However, it also indicated a gap to industry-benchmarked top-quartile team leadership performance for some of its leaders, meaning there is still some untapped potential in its workforce. For Shell, consistently achieving top-quartile employee engagement could mean a 20% reduction in accidents and a 5% increase in financial performance.

Not only did Shell need to help their leaders achieve deeper engagement with their teams, a qualitative review of its existing leadership development curriculum showed that learning itself needed greater impact and take place over an accelerated time frame. From the review, which included participants' feedback over several years, Shell set a number of goals for what their leaders would learn and achieve, and how they should experience learning and development. These critical blended design factors include:

- Upgraded content and faculty.
- More active and immersive learning: passive learning/reflection should not exceed 10% of overall program duration.
- Greater focus on in-role development.
- Offer multiple modalities: accessible to colleagues working "off the grid" in remote locations (including making all media and materials available via Moodle for "just-in-time" learning).
- Maximize social learning: promote collaborative peer networks and learner communities from the outset, virtually and in the classroom.
- Promote participant ownership and responsibility for learning.
- Reduce complexity of materials.
- More opportunities for tracking progress and celebrating success.

- Drive down costs and reduce the time to autonomy (total program duration to be reduced from 18 months to no longer than five months).
- Make more use of synchronous and asynchronous learning sessions.
- Maximize value of line manager coaching and in-role support.
- Build excitement and engagement throughout the program with periodic, action-oriented prompts.
- Ensure a safe learning environment.
- Leverage leaders as teachers and coaches.

Overview

Shell's purpose for leadership development was clear: It needed to equip its leaders with the skills and confidence they need to personally engage their people and establish a long-lasting emotional commitment to extraordinary performance. The overall measure of success for this solution is clear: top-quartile employee engagement scores, meaning improvements in team, safety and commercial performance. And so, Shell's LEAD program became one of the biggest drivers for achieving top-quartile engagement right across the organization.

Figure 1: Unlocking Exceptional Team Leadership



Source: Royal Dutch Shell

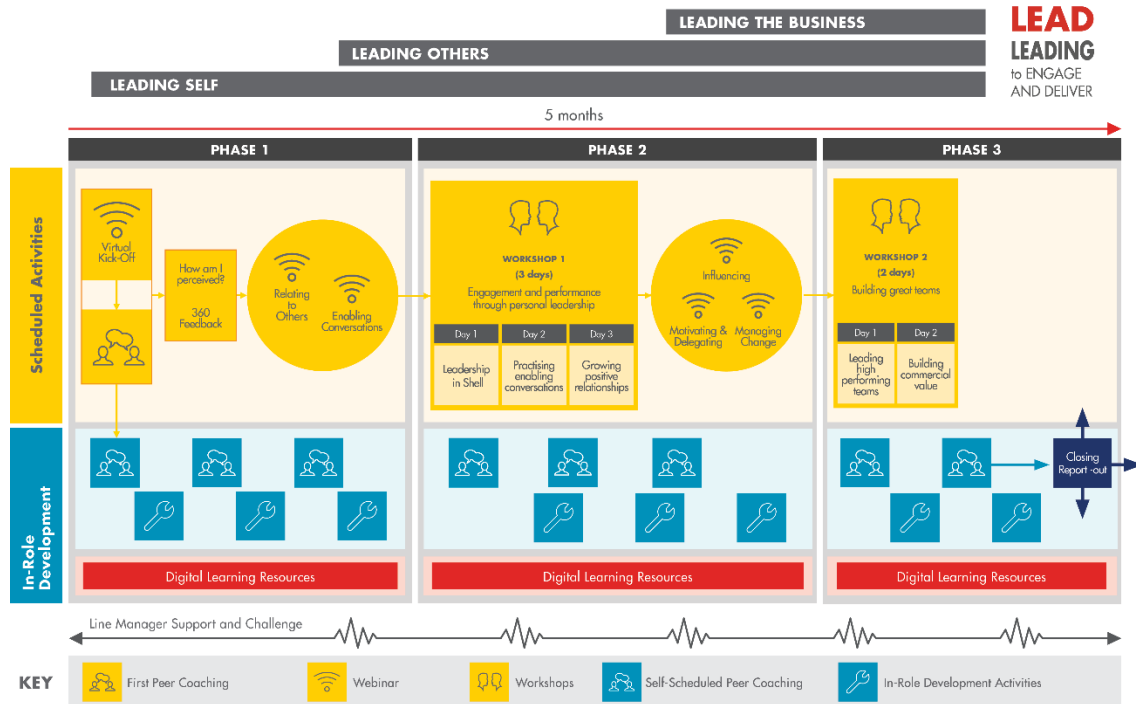
LEAD is a five-month blended learning program helping leaders to lead themselves, others and the business to achieve greater performance and safety through top-quartile engagement.

Over the course of the program, participants learn in many different ways: in and out of the classroom, together with peers and independently, on-the-job and together with their teams. Modes of learning include:

- Line manager coaching (reinforcing direct line manager support; linking development to local performance goals; acknowledging and tracking progress).
- 360 feedback (offering a range of data points of impact of leadership habits and behaviors).
- Facilitated discussion (underpinned by a range of helpful models and concepts while being “theory light”).
- Immersive business simulation (helping leaders become more conscious of their own habits).
- Self-scheduled, peer-to-peer small group coaching (helping leaders grow their trusted networks).
- Webinars (virtual, instructor-led Skype sessions reinforcing key concepts and mental models without eating into facilitated classroom time).
- Digital learning resources (helping leaders learn and explore areas of leadership capability at a time and pace to suit them).
- In-role development activities (promoting immediate action leaders can take with their own teams).
- Dialogue and storytelling with senior leaders in Shell.

The program’s architecture (below) illustrates the three phases of the learning journey, as well as the scheduled and self-scheduled (in-role development) components. It first lays down the foundations of “leading self” then “leading others/teams” and finally “leading business.” At a glance, it is possible to see how Shell’s goals for an accelerated and more blended approach to leadership development were met.

Figure 2: Program Architecture



Source: Royal Dutch Shell

Shell's curriculum review pointed to a number of important development areas for its leaders. These formed the core themes for the whole program — all of them in their own way contributing to top-quartile engagement — and are listed below (along with an indication of what each one means to Shell):

- **Self-Awareness:** Lead with purpose, recognizing strengths and limitations, and adapting to different circumstances ensuring people feel cared for, engaged, and motivated.
- **Inclusive Leadership*:** Unlock the potential of diverse teams by building common ground, lifting people up and creating clarity.
- **Coaching:** Deep listening and helpful questioning techniques enabling people and teams to be more self-sufficient in problem solving and stretching their capability.
- **Managing Performance:** Develop clarity on how teams add business value while providing support and recognition and managing underperformance.



- **Feedback and Enabling Conversations:** Provide positive reinforcement that unlocks potential and confront unhelpful behaviors and situations without delay. Drive performance through meaningful conversations in a range of situations.
- **Selection:** Identify and mitigate the impact of personal bias in interviewing, appraisal, and promotion.
- **Resilience:** Show care for self and others by taking care of physical and emotional wellbeing.
- **High-Performing Teams:** Create a culture of continuous improvement leading to enhanced productivity and commercial value.

* Source: NeuroLeadership Institute

Design of the Program

Assembling the Working Team and Aligning their Beliefs

The LEAD program was enabled by a consortium of internal and external multi-discipline specialists drawn from:

- Executive sponsors.
- Shell's leadership and Commercial Development program manager.
- Local learning advisors (from London, The Hague, Houston and Singapore).
- Business leaders.
- Subject matter experts from:
 - HR Analytics.
 - Enterprise Talent.
 - Leadership Development.
 - Performance.
 - Safety.
 - Shell Health.
 - Diversity and Inclusion.

- Ethics and Compliance.
- Brand.
- Continuous Improvement and Operational Excellence.
- Shell's solution provider and partner, Hemsley Fraser (including: project management, consulting, design, graphic treatment and digital design and production).

These colleagues shared a clear mandate and passion for improving leadership capability. They established an aligned and enduring set of beliefs and design principles on which the program could be built:

1. A firm belief that great leadership is not a rare, innate gift but rather can be developed through learning, practice, courage, determination and the humility to make and to learn from mistakes.
2. Both the “what and the how” of leadership matter. When leaders focus on the “what,” they help people connect to the bottom line — to the business results that prove Shell to be a world-class investment case. When leaders focus on the “how,” they create an inclusive environment — a psychological safety necessary for people to give discretionary effort, do things differently and better and to bounce back when things go wrong.
3. A confidence to go back to basics — recognizing that leaders at all levels often want to dedicate themselves to improving in a few core skills areas. For some, this is about refreshing and sharpening what they've learned in the past. For others, this is about filling in the gaps in their development journeys.

Based globally, the team optimized its efforts using a mix of remote, virtual and in-person working practices throughout the project.

The Design Process

After engaging with stakeholders and leaders across the business and around the world, the team conducted a thorough needs analysis to determine key performance and learning objectives and developed a high-level design. A detailed design followed which was pressure-tested through a dry run and initial pilot events. Within three months of launch, a process improvement exercise (common in Shell and known as “After Action Review”) followed and led to a final version of the program.

The entire process, managed by Shell's Leadership and Commercial Learning team, was grounded in the 5Di learning design approach (define, discover, design, develop, deploy and improve), widely considered in the L&D field to help organizations stay Agile and learner-centered as they go about building solutions. The final program benefitted from this iterative approach, with outputs and assumptions validated by senior sponsors during each critical phase in the process.

Working with Complexity

Not only did Shell recognize the need for its leaders to develop the skills, mindsets and habits that lead to top-quartile engagement, the working team also was determined to build a program that would achieve its ambitions for how leaders should learn (listed previously under "Business Conditions and Business Needs"). The program also had to be mapped to and reinforce a number of Shell's pre-existing organizational agendas, initiatives and frameworks to ensure holistic alignment, including:

- Leadership attributes.
- Safety leadership.
- Diversity and inclusion (including inclusive leadership habits and behaviors).
- Ethics and compliance.
- Shell people survey.
- Creating a "cared-for environment."

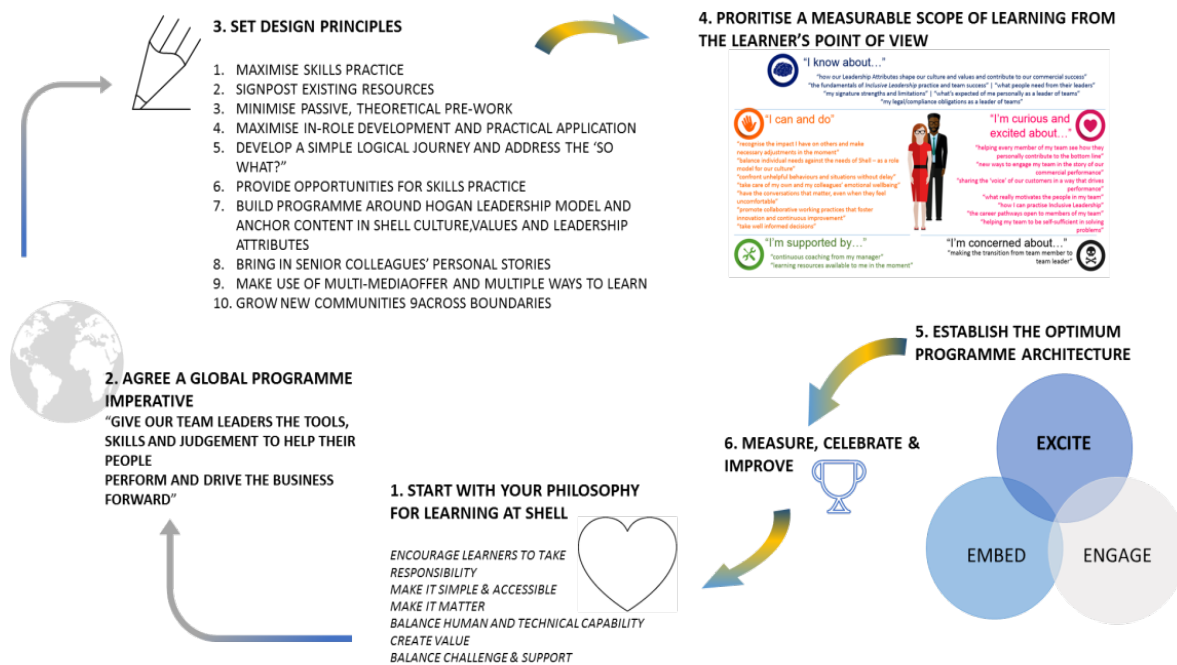
As Shell is a large and truly global organization requiring international deployment to geographically and culturally diverse leadership communities, the team also identified necessary success factors for the program design:

- Flexible content to suit a spectrum of experience, seniority and maturity of leaders from front-line supervisors to executives.
- The space for faculty to flex and to tailor their delivery and the levels of complexity to dynamically manage the diverse cohorts of leaders.
- A focus on applied learning through deep practice and business simulations with opportunities to build in added complexity and systems thinking approaches for more senior leaders.
- A communication style and tone of voice that resonates globally, that suits leaders in the field and in the hub office equally and is relevant for leaders in technical and non-technical disciplines.
- Globally consistent and locally sensitive content delivery.

- A body of work created in business English available to be translated into Dutch and German and with capacity for additional local language translations.

Against this complex backdrop, design and production specialists worked together to capture and define the blended solution necessary to successfully address these factors. It was important for them to keep their participants' needs front of mind. The image below illustrates the process behind their early working discussions and how they worked through critical decisions, such as:

Figure 3: Early Working Discussions



Source: Royal Dutch Shell

Rapid Design and Digital Curation

Having clearly defined the goals and scope of the proposed solution, the team undertook a rapid design of the program, including leveraging elements of Shell's pre-existing Leader of Teams program. This meant preserving the best content that leaders already value in Shell and augmenting the design with new elements. In addition, a selection of Hemsley Fraser's virtual classroom and digital "Fluidbook" learning assets were curated to support each phase of the program journey.

Establishing New Leadership Habits

Hemsley Fraser's experience of working with leaders to develop new, more-positive habits helped to shape two key features of the program's design: Deliberate development intentions (DDIs) and social nudging.

Deliberate Development Intentions (DDIs) and Development Activities

The shared belief here is that one of the biggest challenges for a leader, no matter how experienced they are, is to hear, see and act on opportunities to develop themselves, individuals and their teams. This means getting above the noise and rhythm of their day-to-day working environments. The human "automatic brain" is very effective at filtering out anything that isn't focused on the task in hand. In some contexts this is helpful but it also means leaders miss opportunities to try out a new way of responding in a given situation, defaulting instead to long-held habits. To develop new, more helpful habits, any learning program must help each individual leader to set new (highly conscious) "perceptual filters" — to recognize development opportunities as in-the-moment triggers — so that they are alert and ready to respond to every "developmental scenario" that shows up for them each day. Leaders in Shell "automatically" pay attention to safety — making it visible and felt in their teams. What could be achieved if they could establish a new inclusive habit of taking an "engagement moment" with their team each day? What if each team member could articulate their personal "DDI" for the day ahead?

Shell's design team recognized that leaders need guidance and "nudging" at first to help new habits to form. This concept sits behind each of the "Development Activities" that participants are invited to undertake with their teams during the course of the program. Shell's intention is not to burden leaders with an onerous "to-do" list, but rather to make them more conscious of the skills they are trying to develop in-the-moment with their teams. They did not want these to take the traditional form of "pre-work" or even consolidation of learning from the classroom, but rather to promote the continuous cycle of experimental action followed by after-action reflection. Shell's intention here is to help leaders be deliberate and transparent with their teams so that they are developing new skills and that it's okay for them to practice this actively and honestly with individuals within their teams.



An example of a “Listening Challenge” development activity is provided below — all in service of achieving a deeper level of engagement with an individual, leading to an improved relationship, greater trust and improved performance.

Figure 4: Listening Challenge Development Activity

ACTIVITY – SETTING A LISTENING CHALLENGE FOR TODAY

Look for an opportunity to practise 4 levels of listening today in a conversation you expect to have with someone in your team. Remember:

- Pay deliberate intention to what you are hearing on a factual level
- What emotions or feelings can you hear?
- What do you think your team member’s needs or intentions are in the conversation?
- Can you recognise any filters or assumptions that you or they may have been using?

AFTER-ACTION REFLECTION

Ask yourself:

- What have I learned from listening on 4 levels?
- What are the wider benefits for me and my team of improving my listening skills?
- How can I make effective listening a daily habit?

Source: Royal Dutch Shell

Social Nudging

Shell aims not only to maximize social learning opportunities but also to collectively “nudge” peer groups to share challenges and learn from each other. These “nudges” (which take the form of simple peer coaching agendas and conversational guides) are pushed from the digital Moodle platform. The simple “nudging” questions help bring in-role development front of mind for participants and provide a shape and structure to peer coaching conversations. An example of a “peer coaching nudge” is shown below:



Figure 5: Peer Coaching Nudge

Duration	Topic: Achieving Results
8 min	Open with a quick check-in with everyone, including each member’s progress on in-role activities above, any clarifications or takeaways to be shared.
Group to coach each other around their reflections to the following questions:	
15 min	What opportunities are you using to lead your team to stronger performance?
15 min	Over the past couple of months, what have you done differently to lead and engage your team to increase performance? (Share one success and one you would do differently.)
10 min	What will you commit to doing to support your team to achieve greater results?
10 min	What actions will you start to support the team?
2 min	Confirm next session date/time and close

Source: Royal Dutch Shell

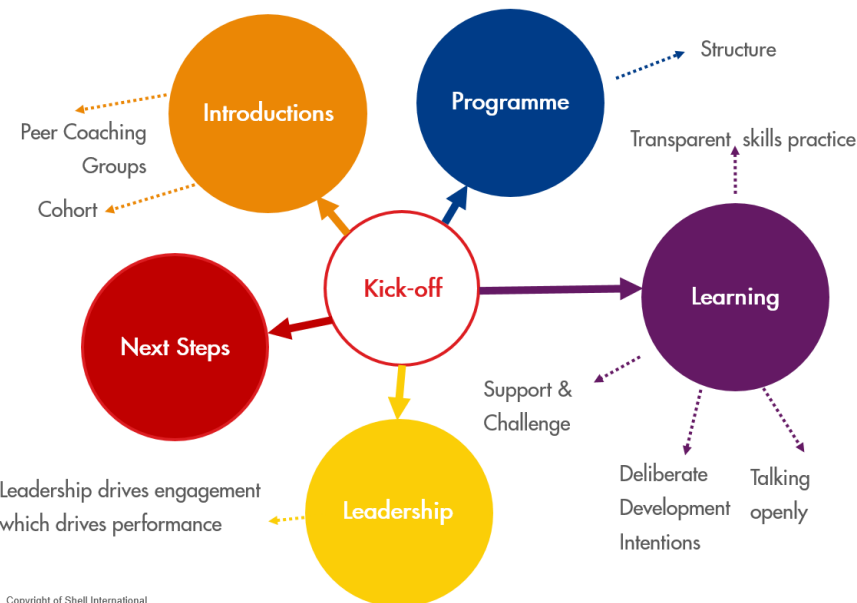
Delivery of the Program

The Blended Learning Journey, Phase by Phase



Figure 6: Phase 1

Virtual kick-off and first peer coaching session — 90 minutes.	A 45-minute Skype session outlining the benefits of improving the way leaders engage and lead their people and setting a mindset for development. Immediately followed by a 45-minute peer coaching session attended in smaller break-out groups (hosted over Skype/Lync). In this first session, people follow a simple guide. They get to know each other better, exploring what great leadership means to them personally and the challenges they’re facing right now. They commit to
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a schedule of virtual peer coaching meetings at regular intervals throughout the program (three further meetings in Phase 1).



<p>360 feedback.</p>	<p>An opportunity to receive valuable insights from colleagues, team members and line managers, providing a deeper awareness of how people perceive their leadership and how behaviors show up against Shell’s leadership attributes.</p>
<p>Webinars — 45 minutes.</p>	<ul style="list-style-type: none"> • “Relating to Others” helps people make sense of the complex dynamics people experience in everyday interactions with colleagues. • “Enabling Conversations” helps people prepare for and handle important dialogues when the stakes are high and where strong feelings or opposing views are anticipated.
<p>Development activities — 20 minutes.</p>	<ul style="list-style-type: none"> • A Leadership Dashboard Exercise: Helping people self-assess the effectiveness of their leadership right now and the improvement they would like to make over the course of the program. • A Personal Brand “Lifeline” Exercise: Helping people recognize significant ‘life moments’ that impact on who they are as a leader today.


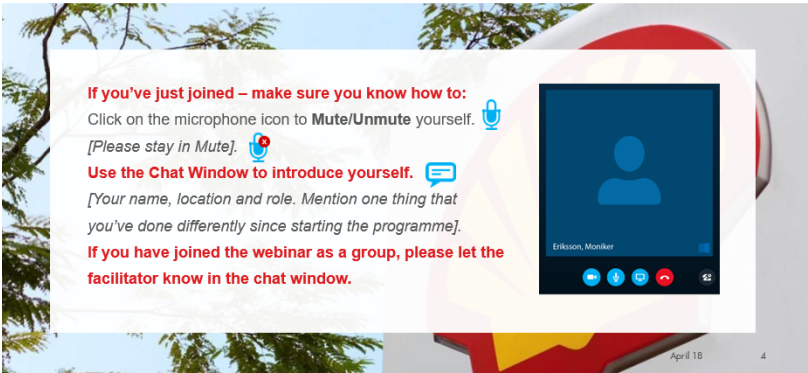
	<ul style="list-style-type: none"> • A Coaching Self-Assessment: An opportunity for people to measure how well they coach, noticing their strengths, areas for development and improvements.
<p>Digital learning resources (to promote on the job learning and post-class application).</p>	<p>Two Fluidbooks (interactive digital books that introduce key tools and concepts)* are helpful during this phase. These focus on the skills of coaching and enabling conversations help people prepare for the next phase of the program. All digital resources promote on-the-job learning and are intended to be referenced repeatedly for post-class application.</p> <p>Click on the image below to access the LEAD Fluidbook for enabling conversations.</p>  <p>enabling conversations </p>

Source: Royal Dutch Shell

Figure 7: Phase 2

<p>Workshop 1 — Three days.</p>	<p>Approximately nine weeks into the program, people come together for a three-day, face-to-face workshop focusing on engagement and performance. This is an opportunity to practice and refine skills in a challenging and supportive environment. It's also a chance to strengthen and grow personal networks. Over the course of the workshop people make sense of the kind of leadership needed in Shell, practice enabling conversations for performance and</p>
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	<p>engagement and work on their personal strategies for growing more positive relationships with the people they lead.</p>
<p>Webinars — 45 minutes.</p>	<ul style="list-style-type: none"> • “Influencing” helps people to be more deliberate in how they go about getting their ideas heard and acted upon. • “Motivating and Delegating” helps people consider how their teams can develop and grow “on the job” while delivering key operational tasks. • “Managing Change” puts the spotlight on how leaders can help their teams deal positively with the challenges of continuous change. <h3>Managing Change Webinar</h3>  <p>We'll be starting soon. This webinar will last 60 minutes.</p> 
<p>Development activities — 20 minutes.</p>	<ul style="list-style-type: none"> • A “Self-coaching for Engagement” Exercise: Helps people reflect on and measure how well they are engaging their people. • An “Effective Listening” Challenge: Encourages people to go further in developing and engaging their people through high-quality listening. • A “Resilience Self-Assessment”: Gives people a practical tool to identify multiple opportunities to increase their well-being and care for themselves and their teams.
<p>Digital learning resources (to promote on-</p>	<p>Two further Fluidbooks are helpful during this phase. These focus on how people approach the challenge of “Building Effective Teams” and offer tips for continuing to build “Resilience.” All digital resources</p>




<p>the-job learning and post-class application).</p>	<p>promote on-the-job learning and are intended to be referenced repeatedly for post-class application.</p>
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Source: Royal Dutch Shell

Figure 8: Phase 3

<p>Workshop 2 — Two days.</p>	<p>Approximately 19 weeks into the program, the group reconnects again for a two-day, face-to-face workshop focusing on building great teams. Once again, people work closely together to practice and refine their skills and continue strengthening their personal networks. In this workshop, people work on the challenge of building high performing teams that thrive in a caring environment. Through a business simulation (“Runway”), they experience how they respond personally to an evolving operational challenge — and consider how inclusive leadership behaviors can lead to continuous improvement and commercial value.</p> <p>—</p> <p>RUNWAY: A business game</p>  <p>Copyright of Shell International</p> <p style="text-align: right;">CONFIDENTIAL 6</p>
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<p>Development activities – 20 minutes.</p>	<p>Two activities are recommended during this phase, helping to reinforce the learning that happens after the face-to-face workshop:</p> <ul style="list-style-type: none"> • “Building Cared-For teams” equips people with the tools to help their teams stay healthy and thrive — leading to sustained high performance. • “Coaching to Motivate” encourages people to flex their coaching style and ask the questions that help people find an emotional commitment to their performance.
<p>Digital learning resources (to promote on-the-job learning and post-class application).</p>	<p>An additional Fluidbook is helpful during this final phase. This helps people identify actions they can take to address the challenge of “Managing Change” in ways that help their teams perform at their best. All digital resources promote on-the-job learning and are intended to be referenced repeatedly for post-class application.</p> <p>Click on the image below to link out to an example Fluidbook in English for “Managing Change.”</p> 
<p>Closing report-out.</p>	<p>The program concludes with an individual report-out exercise, helping leaders acknowledge their achievements through the program and commit to their continuing leadership development. In the spirit of inclusive leadership and post-class application and commitment,</p>



	people are encouraged to share their reports up the line with their own managers and with the teams they lead.
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Source: Royal Dutch Shell

Sourcing, Accrediting, On-Boarding and Operationalizing a Global Delivery Faculty

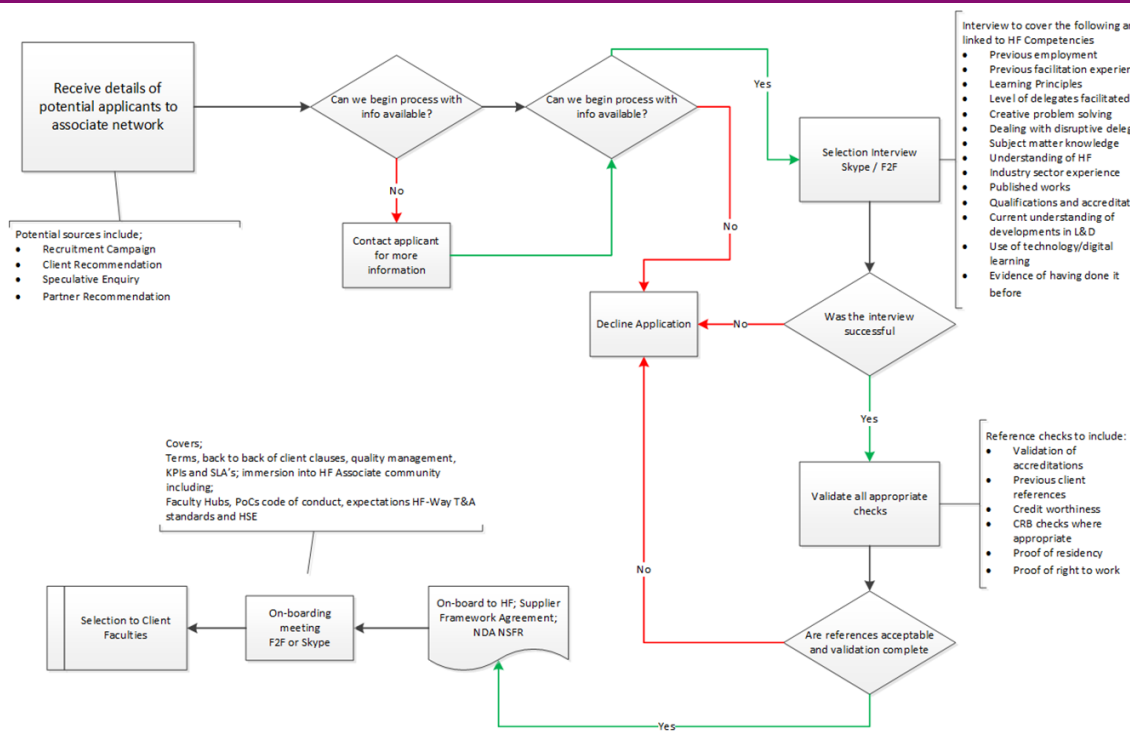
As the final design was being made ready for pilot and roll-out in four locations around the world (including Europe, Asia and the Americas), Hemsley Fraser set about accrediting and operationalizing its global faculty. The faculty model needed to be scalable to reach over 2,500-plus leaders all year, around the world and of the highest quality. Faculty also had to be credible and confident enough to flex to the demands of leaders from front-line supervisors to senior executives.

This process of “faculty immersion” was accelerated through Hemsley Fraser’s digital faculty hub, a central platform for sharing core program materials, as well as details of the global people initiatives that matter to Shell’s business. It was imperative that each member of the faculty, already chosen for their credibility in leadership development and sector experience, also had immersed themselves in Shell’s culture and context to deliver the full value expected from the strategic partnership. Readiness for deployment was assessed through a robust accreditation process.

Sourcing and On-Boarding the Global Faculty

An overview of the end to end process to source and on-board faculty members is provided below:

Figure 9: Overview of the End-to-End Process



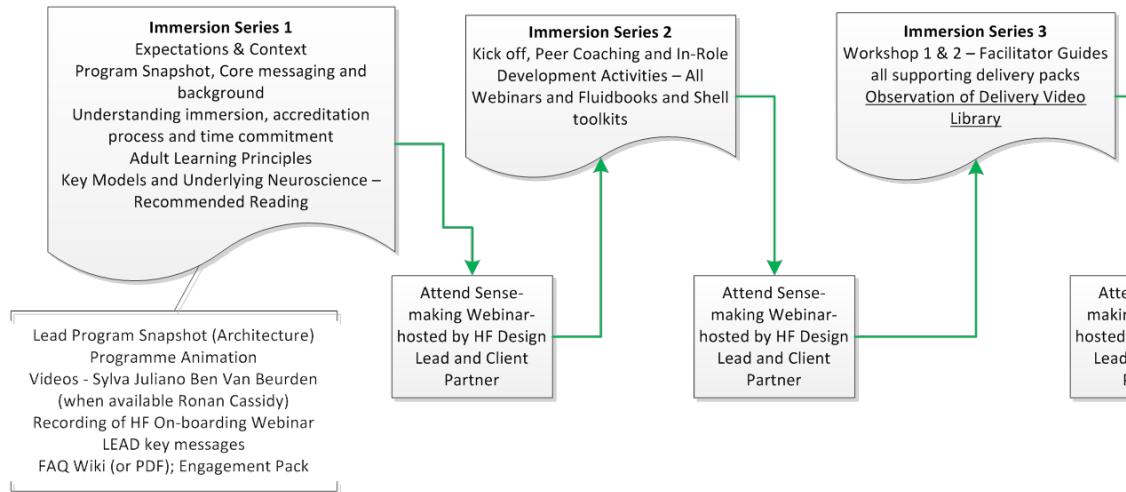
Source: Royal Dutch Shell

Achieving Full Faculty Immersion

Each member of the LEAD Hemsley Fraser associate faculty has access to a dedicated faculty page on the HF's faculty hub. This password-protected access ensures they see dedicated information relating to the LEAD program, including latest news and updates, featured content, immersion series, content directory and faculty forum discussions.

Such was the level of detail and depth of understanding on the context and messaging required for LEAD, it was decided early on to take a phased approach to immersing the faculty. The three phases or "Immersion Series" are outlined below. Each "knowledge drop" was followed up by a recorded "sense making webinar" — jointly hosted by Hemsley Fraser's lead designer and client partner.

Figure 10: Immersion Series



Source: Royal Dutch Shell

Series One

The first release, Immersion Series One, was the opportunity to introduce the program through a recorded on-boarding webinar, positioning communications, videos and animations. Here the aim was for the faculty to understand the context, core messaging and structure of the program (with an opportunity to make sense of it all in a centrally hosted webinar).

Figure 11: Series One

Series One

Series 1 knowledge transfer is designed for all faculty to get quickly up to speed with structure, context and background into why Shell have taken an unprecedented step to bring all their Leader Job Grades (JG 1-7) under one global leadership programme.

UPDATE - there is now only programme LEAD

The sense making webinars started on [Wednesday 5th April](#).

The second one was on [Monday 10th April 17:00](#) - you can listen to a recording of this webinar [HERE](#).

Please do fire your questions into Shell@hemsleyfraser.co.uk so we can create a FAQ.

1. **NEW Lead Programme Architecture** this a new visusal of the programme - we think it's clearer and easier to understand - importantly, the 360 is given more priority and as you'll see in the snapshot document below we've changed the Virtual Launch to 'Kick-off' and Development Sets to 'Peer coaching'
2. **NEW Programme Snapshot** - we've taken down the Participants Guide Fluidbook for now (you would have seen Mike reference this in the Programme Webinar recording) and replaced with this document intended to give any reader an overview of the programme - this is critical to help you understand the wider programme components.
3. **UPDATED FAQ document** - I've bumped this up the list as an important document to read and understand - this has been recently updated this document will constantly be updated and forms part of their published wiki page on LEAD
4. **LEAD key messages** - important document to help you understand the context and language we need to use through the programme
5. **Programme Animation** - sent to participants
5. **Video of Sylvia Juliano** Head of Enterprise Learning for Shell introducing the LEAD programme
6. **Recording** of a recent 'onboarding call' we recorded - listen to the first section delivered by Mike Gower

Source: Royal Dutch Shell 2018

Series Two

In the second series, the wider program activities and approach to learning were explored further (including Shell's aspirations around social learning, peer coaching, habit forming, in-role development activities and deliberate development intentions). The faculty also was given access to topic-level content to help them link digital and virtual learning to their facilitated discussions (with an opportunity to make sense of it all in a centrally hosted webinar).

Series Three

The final immersion series digs deeper into the principles and techniques required to facilitate the program. This is an opportunity for alignment, where Shell's cultural nuances are explored and expectations are set. This sets the scene for the accreditation interview so it's an important opportunity for the faculty to ask questions.

Figure 12: Series Three

Series Three

In Series Three we are getting you ready to pass the accreditation process and of course importantly to deliver the workshops!

Firstly, we would like to draw your attention again to the **Final Materials** - this is where you will be able to access the latest version of the facilitation guide, deck and materials as soon as they are ready - please ensure you use this as your go to place for the latest version.

Additional information

1. Hogan Example Report: as promised and FYI. We are asking delegates to bring their copies of their reports with them to workshop 1 - **UPDATE** please also now find Hogan FAQs
2. Capturing end of day reactions from your participants. There is a separate online evaluation process that Shell will be conducting with participants (when we have sight of this I will share the questions with you) however, something Murray has been doing with the pilots groups is below and we recommend that you do this and take pictures of each days post-its.

In the room feedback method: Put up a flip chart at the end of each day with the heading "Today was.... because..." then invite your participants to complete the sentence on a post it note. Do this at the end of each day! We realise this is a quick in the moment reaction to the day but this will help you reflect on your facilitation practice and how the content landed and then we recommend at the start of the next day to briefly reflect back to your cohort by acknowledging their comments and then outlining how you will stop, start or continue into the current day - examples could be - too much theory or discussion, not enough time on practice - acknowledge you've heard this and let them know how you plan to address that during the course of the current day.

HF Academy - helping you to facilitate at your best

Helpful videos

1. **Update**: Video of Murray Furlong talking about his tips and techniques when facilitating senior teams - [In Conversation with Murray](#) - senior teams
2. Video of Murray briefing on [Action Learning Sets](#)

This series is about ensuring you have all the information, tips and techniques you need to deliver a great program for Shell. Please do let us know what you need - by emailing us directly to shell@hemsleyfraser.co.uk

Source: Royal Dutch Shell

Sharing Observations

It has been important to Shell that even with global consistency in mind the faculty is not “scripted” and robotic in its delivery. Care has been taken not to be prescriptive with the global faculty — facilitators are encouraged to flex their approach to the needs of their audience. For this to work, the faculty needed to see and hear “good practice in action” and to share examples (through their faculty online forum) of where they are achieving outcomes in different ways.

Video footage of facilitators in action has been made available on the hub to drive discussion and benchmarking.



Figure 13: Setting up an Action Learning Set and Engaging More Senior Audiences



Source: Royal Dutch Shell

Change Management Efforts

Shell uses a tried and tested After Action Review (AAR) process which takes effect every six months. This process references a number of data points to build a holistic “change request” picture and guide decision making. Data points include:

- Qualitative and quantitative program evaluation data.
- Anecdotal comments from participants.
- Local/regional stakeholder perspectives (i.e., in-country HR and learning professionals who have observed and fed back in to the program management team).
- Hemsley Fraser facilitators — each delivery requires them to complete their personal AAR; this is analyzed for themes and immediate issues.
- Faculty forum posts — analyzed for themes and issues.

The following is an excerpt from a faculty communication following the decisions taken at the last AAR. This gives examples of specific improvements made to the program content, messaging and delivery:

Workshop 1

Here people will notice the broadest area of content refresh and enhancement, including important new messaging and re-sequencing of material. People also will notice that some topic areas have been de-listed to create greater space for skills practice. Areas of adjustment people will need to pay attention to are listed below:

- Success champions are now being tasked with offering brief “Safety Moments” at the start of each day — this helps to increase the focus on safety leadership throughout the workshop.
- People will be provided with a copy of the Peer Coaching Group allocation (as per the kick-off) in order to get the group to re-form into their peer groups on Day One. This helps to encourage and reinforce peer coaching group formation and connections.
- On Day One, when the peer coaching groups are re-formed, you will make available the Peer Coaching Guide in the classroom. This reminds people of the intent and value of peer coaching and encourages people to commit to a schedule of sessions over the remainder of the program.

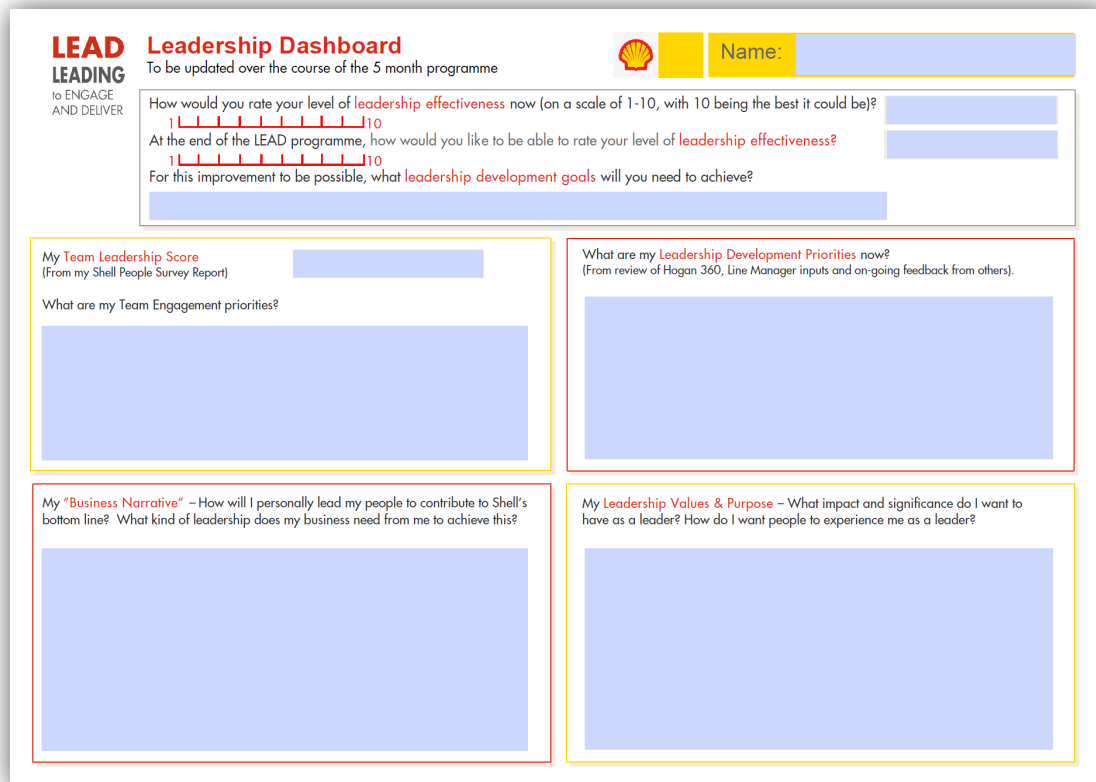
- The two central topics underpinning the program: Engagement and inclusive leadership have been brought together into a single session. This is now a 135-minute session labeled “Engagement and Performance through Inclusive Leadership.”
- More time has been devoted to defining what Shell means by engagement. People will see a choice of two short videos that help to bring the definition to life, highlighting how engagement is more than simply satisfaction or “happiness” and describes instead an emotional commitment to the organization.
- The Shell people survey report has been “brought into the classroom” — Shell now talks directly about how the report helps it to measure engagement in different ways and how it can be used as a tool to improve engagement in teams. A number of key reflection questions taken from the SPS report itself are provided in the workshop guide. This helps participants to notice a range of actions and behaviors they can undertake with their teams to improve levels of engagement.

Measurable Benefits

The ‘Leadership Dashboard’

The dashboard was introduced as an enhancement following the first After Action Review. It serves as a framework to help leaders capture key measures of success relating to their leadership in Shell and, in particular, to help them chart their progress through the five-month program. Its design helps participants to self-assess the effectiveness of their leadership right now and the improvement they would like to make over the course of the program. It also draws their attention to two critical data points used across Shell to measure leaders’ effectiveness: their engagement survey (SPS) scores and Hogan 360 insights. This “dashboard view” of capability and development priorities is picked up and discussed during the first face to face workshop. The dashboard framework is shown below:

Figure 14: Leadership Dashboard Framework



LEAD
LEADING
to ENGAGE
AND DELIVER

Leadership Dashboard

To be updated over the course of the 5 month programme

Name:

How would you rate your level of leadership effectiveness now (on a scale of 1-10, with 10 being the best it could be)?

At the end of the LEAD programme, how would you like to be able to rate your level of leadership effectiveness?

For this improvement to be possible, what leadership development goals will you need to achieve?

My Team Leadership Score
(From my Shell People Survey Report)

What are my Team Engagement priorities?

What are my Leadership Development Priorities now?
(From review of Hogan 360, Line Manager inputs and on-going feedback from others).

My "Business Narrative" – How will I personally lead my people to contribute to Shell's bottom line? What kind of leadership does my business need from me to achieve this?

My Leadership Values & Purpose – What impact and significance do I want to have as a leader? How do I want people to experience me as a leader?

Source: Royal Dutch Shell

Closing Report-Out

While Shell is interested in measuring how effectively its global leadership populations are engaging their teams, it also wants to understand the challenges its leaders are facing in their own development. While there are certainly trends, each individual leader's experience of development is important.


The "Closing Report Out" tool (a product of the last After Action Review) helps to keep leadership development at the heart of the business agenda. It does this by helping each leader to record and play back to their line the shift they are making in their leadership practice as a result of the program — and the barriers they are still facing. The process asks them to illustrate their biggest shifts over the past five months and who has been

impacted positively by their progress. Importantly, they record how this links to business performance. An example of a real participant’s closing report is shown below:

Figure 15: Closing Report Out Example

LEAD
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Closing Report Out
To be completed at the end of the LEAD program


Name: [Redacted]

As you complete the LEAD programme, how would you rate your level of **leadership effectiveness** now 8
(on a scale of 1-10, with 10 being the best it could be)?

How does this compare with your level of **leadership effectiveness** at the start of the programme?
6

What have been my biggest shifts in engagement and leadership over the past 5 months? (We strongly recommend you ask for feedback from people in your team to get a fresh perspective on this.)

Apply different leadership styles
Be inclusive
Try different approaches - an example is competency development framework [inquiry, alignment over advocacy]
Motivating staff, providing support/guidance for performance, career and development

What, if any, commitments from my development plan did I not accomplish? What were the reasons for this?

Blending DA and FI teams [this takes time and cannot be forced]
more external marketing, stakeholder engagements of the new center [external website, setting up engagements], slight delay due to staff pressure on DA service requests

How have I been leveraging my personal values and strengths? How has this helped to increase performance in my team?

Be inclusive [hones, fairness]
Painting a picture, providing direction to staff [vision, passion]
Clear prioritisation [quality, vision]
Setting expectations to staff [quality, passion]

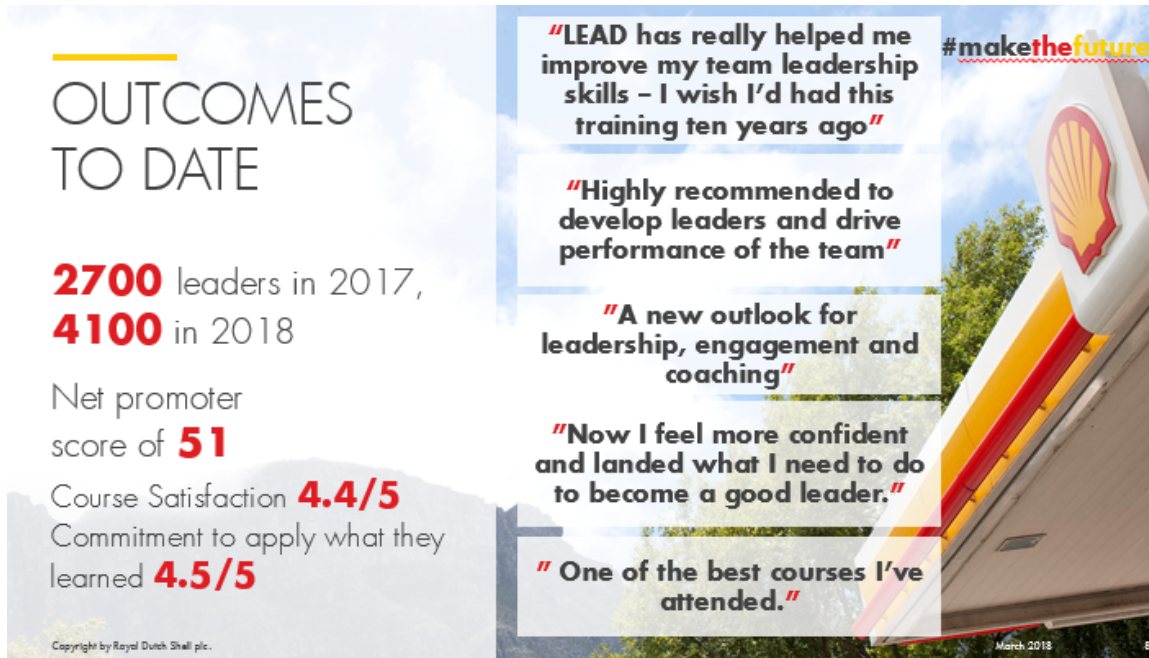
What are my leadership priorities now? What support do I need going forward?

For staff to feel valued members of the team [check, feedback]
actively helping with the development of teammembers [looking for right opportunities, empowerment]
turning cynicism into something positive [creating positive environment]
lifting people up
Support and feedback on how i'm doing with Peter, Jeremy and team

Source: Royal Dutch Shell

LEAD was launched in April 2017. As of December that year, 2,700 leaders had participated and rated the program 4.4 out of 5 for impact and delivery. In scaling up the program to meet demand, 35 Hemsley Fraser faculty members were accredited in the first six months to deliver virtually and globally. In 2017 there have been 361 days of facilitated workshop learning delivered in more than 27 locations worldwide and 44 days of virtual facilitation have taken place. Given the strong uptake for the program, the faculty is scaling up to deliver LEAD to over 4,100 participants in 2018.

Figure 16: Program Outcomes



Source: Royal Dutch Shell

Qualitative evidence collected from participants, their line managers and their teams demonstrates the positive impacts of LEAD. Data gleaned from questionnaires and interviews indicate improved leader efficacy and team engagement. Impact is noted across all skill-building areas of the program and, most notably, in performance coaching. Leaders and teams alike report a refreshed focus on both personal and business goals enabled via skillful coaching conversations.

Key metrics on engagement, team leadership and bottom-line safety and business performance continue to be tracked closely in 2018. It is anticipated that over time Shell will see all leaders consistently meeting or exceeding external team leadership benchmarks.

Overall

The development and deployment of LEAD tested Shell's assumptions about leadership development. What has become apparent in the delivery of the program is that the concepts and methodology used in LEAD have shown to be relevant for junior to very senior levels. The strong design means that custom programming is not required across different job levels. What does differ depending on seniority is the scale, complexity and context of the challenges leaders encounter in their work, requiring adjustments to the level of challenge incorporated in to respective programs. In short, LEAD is scalable across a broad range of job levels. After successfully piloting LEAD with senior leaders in late 2017, Shell is exploring piloting the program at the senior executive level.

Some additional key lessons learned include:

- Breaking down the silos and actively engaging and listening to the business, as well as health and safety, brand, talent, senior executives, frontline leaders and other key stakeholders.
- Use rigorous, evidence-based, analytics linked to business outcomes.
- Iterate. Test. Learn. Several mistakes were made along the way. Be ready to fail fast and continuously improve.



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