



Brandon Hall Group

EXCELLENCE AWARDS 2023

Anglo American: Best Advance in Senior Manager Development

Anglo American and Center for Creative Leadership

Best Advance in Senior Manager Development

January 2024



Company Background



Company-at-a-Glance	
Headquarters	London, United Kingdom
Year Founded	1917
Revenue	\$35,1 billion
Employees	95 000
Global Scale (Regions that you operate in or provide services to)	North America (Canada), South America (Peru, Brazil, Chile), United Kingdom, Finland, Africa (Botswana, Namibia, Zimbabwe, South Africa), China, India, Singapore, Australia
Customers/Output, etc. (Key customers and services offered)	Anglo American is a leading global mining company whose products are the essential ingredients in almost every aspect of modern life. The portfolio of world-class competitive operations, with a broad range of future development options, provides many of the future-enabling metals and minerals for a cleaner, greener, more sustainable world and that meet the fast-growing everyday demands of billions of consumers.
Industry	Mining
Stock Symbol	NGLOY
Website	https://www.angloamerican.com



Brandon Hall Group

EXCELLENCE AWARDS 2023

Company Background



Center for
Creative
Leadership®

Company-at-a-Glance	
Headquarters	Greensboro, North Carolina, United States
Year Founded	1970
Revenue	US\$ 200 million
Employees	500 FTE
Global Scale (Regions that you operate in or provide services to)	Global with 9 offices in the Americas, Europe, and Asia
Customers/Output, etc. (Key customers and services offered)	Customers: Midsize-to-large public and private companies, including two-thirds of the Fortune 500, as well as education and nonprofit clients. Proceeds from its commercial work are used to develop leaders in under-resourced communities worldwide. Products/Services: Leadership development solutions and services, including programming, assessments, coaching, and evaluation.
Industry	Leadership Development/Executive Education
Website	https://www.ccl.org



Budget and Timeframe

Budget and Timeframe	
Overall budget	2022: \$750 000 for 35 people 2023: \$1,250 000 for 32 people
Number of (HR, Learning, Talent) employees involved with the implementation?	Anglo American Leadership Academy: 2 people Anglo American Talent team: 2 people
Number of Operations or Subject Matter Expert employees involved with the implementation?	Anglo American C-SUITE known as Group Management Committee (GMC): 8 People including 2 program sponsors. Anglo American C-1 leaders: 10 People Anglo American SME's: 5 people Discovery phase interviews: 30 people
Number of contractors involved with implementation	Center for Creative Leadership team: 4 FTE's 4 Associate faculty 12 Coaches Partner Organizations and external SME's: Oxford Analytica (2) MIT (1) Columbia University (1) The Immersion Lab (4) SME's (2) Communications Platform: The Creative Engagement Group (~5)
Timeframe to implement	5 months design with continued improvements through the journey. 12 months (due to a pause for lifting of travel bans)
Start date of the program	New Design – June 2021 Delivery – November 2021



Business Conditions and Business Needs

The mining industry is experiencing significant disruption. While mining provides critical metals and minerals for global growth, it is a complex business with many stakeholders that may be positively or negatively impacted by its operations. Key drivers of change in the industry include the following:

- The transition to a low carbon economy (low-emission energy and transportation systems are more mineral-intensive and costly than their fossil fuel-based counterparts).
- The increasing geopolitics of mining, global trade, and economic protectionism means that global commodity demand is unstable, and supply chains are disrupted more than usual.
- Companies must develop new technologies for extraction and improve digitalization for more targeted and efficient mining.
- The notion of a social contract for mining, or license to operate, is a prerequisite for continued business. Creating benefits for local mining communities and finding alternative employment for jobs that are replaced by automation becomes critical to reduce local opposition to mining.
- Modern mining workforces are evolving to support all the changes mentioned above. From a focus on remote work to critical IT skills and to stakeholder engagement, including dealing with the threat of reduced employment and procurement opportunities.
- Closely linked to this is the need for big data skills and data transparency — not only to optimize operations, but for value chain transparency, access to sustainability-focused investors and buyers, and disclosure to communities.

In the face of these change drivers, Anglo American must strengthen its role in the industry by focusing on modernization, digitalization, and transparency to support a sustainable future. Anglo American's Purpose and strategy talks directly to the industry context. As a global industry leader, it is motivated by the Purpose to "reimagine mining to improve people's lives". Its strategy is to transition from a miner of metals and minerals - aligning its business model to evolving customer needs and new markets – to become a materials solutions provider.

Aligned to the external and strategic challenges outlined above, Anglo American has reimaged its approach to leadership development, to focus on new ways of thinking, working, and leading. Leaders need to imagine what mining can be and how they envisage mining in the future; how they think differently and innovatively about mining and the entire value chain. In conjunction, leaders need to recognize that purpose is



about more than the work they do and the profits they make - it is about the impact they have on everything touched.

The purpose of Anglo American's leadership development solutions is to build a pipeline of relevant leaders who will create a successful and sustainable future for the organization and have positive impact on the world around them. Within that, the FutureShapers program must enable leaders to develop the mindset, skillset, and behaviors to deliver on the Purpose and continue the evolution towards becoming a Materials Solutions Provider.

The FutureShapers program prepares talented upper mid-level managers to perform at senior leadership levels within the context described above. The required leadership transition is defined in the organization structure model as a shift between 'Levels of Work' or Low:

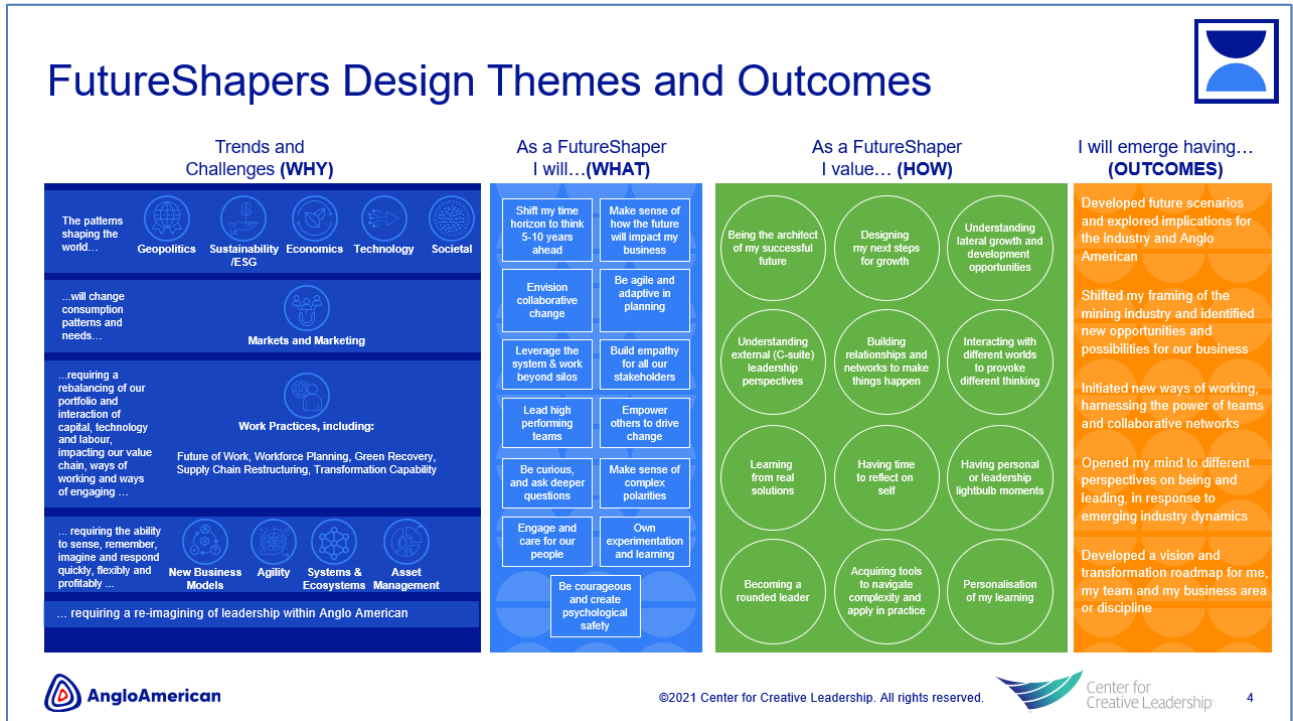
- From Low 4 leadership (defined as a 2–5-year planning horizon, where leaders are responsible for integrating and managing interactions among multiple systems)
- To Low 5 leadership (defined as a 5–10-year planning horizon, where leaders are expected to shape and manage a discipline or parts of the organization).

Given the complexities facing the mining industry, Anglo American's Purpose and strategy, and the leadership transition required, the FutureShapers program asks its participants to learn how to shape the future and apply their learnings today. This is an ambitious goal for a leadership development program. It requires a combination of learning futures thinking in a VUCA environment, interpreting it, creating a way forward for individual leaders, their teams and their functions or business areas, then executing on an aspect thereof.

Overview

The program aims to develop managers to step into more senior leadership roles, to move the company forward to deliver its Purpose and strategic ambitions.

To establish program goals, Center for Creative Leadership interviewed 30 executives, Subject Matter Experts and potential FutureShapers participants across the organization. The findings of the interviews were summarized in a 1-page logic model.



Reading Figure 1 above, from left to right, the logic model starts by describing the WHY – the external trends and challenges facing the company and requiring leaders to ‘reimagine’ leadership. Next, the WHAT describes what leaders need to pay attention to in reimagine their own leadership, and HOW this will be done is described in the third column from the left. Finally, the orange-colored column on the far-right titled OUTCOMES shows the goals for the program. These goals may be distilled into three levels of outcomes, personal (FUTURE ME), team or workgroup (FUTURE WE) and Business area or discipline (FUTURE ANGLO AMERICAN).

Specifically, the FutureShapers need to:

- Develop FUTURE ME: Work on their inner purpose and personal transformation as individuals and leaders – opening their minds to new ways of being and leading in response to emerging industry dynamics. This outcome is reflected in an individual Purpose Canvas, and in progress toward development goals within a coaching journey.
- Empower FUTURE WE: Initiate new ways of working, harnessing the power of teams, collective mindsets, and collaborative networks – both inside and outside the company - to solve complex problems together. This outcome is reflected in a team Purpose Canvas, and in peer group coaching, mentoring by more senior managers, and collaborative work on business challenges and related



experiments. Through the journey, participants learned to build a community and work in a collaborative manner.

- Build FUTURE AA (ANGLO AMERICAN): collaboratively develop future scenarios and explore implications for the industry and Anglo American; shifting one’s view of the mining industry and identifying new opportunities and possibilities for one’s business area or discipline. This outcome is reflected in a business area Purpose Canvas, and in effective work and recommendations emerging from a global immersion, the business challenge, and the related experiments.

PROGRAM DELIVERABLES: Emerging from the program were 2 deliverables: The Purpose Canvas and the Business Challenge with experimentation. The rationale for choosing these deliverables is that leadership transition requires vertical development - developing more complex and sophisticated ways of thinking, greater wisdom, and clearer insights. It is based on levels, or stages, of thinking and involves gaining new perspectives and leadership mindsets needed to make a business strategy work. It requires both inner transformation and growing the ability to deal with complexity. This is particularly important when approaching strategy in a VUCA context.

Each deliverable required a vertical development mindset and is described below.

- **The Purpose Canvas (Envisioning Future Leadership in 2033):** The Purpose Canvas is a living document that each FutureShaper develops with their coach, peer group and team back at work. It is a synthesis of their envisioned leadership (personal, team and business area) which emerges over the 10-month journey. At the end of the FutureShapers Journey, it is shared with the line manager in a ‘tripartite’ conversation, between participant, coach, and manager. As such, it becomes both a strategic and personal vision of how the FutureShaper intends to develop their leadership impact.

Envisioning Future Leadership 2033



INTERNAL 18



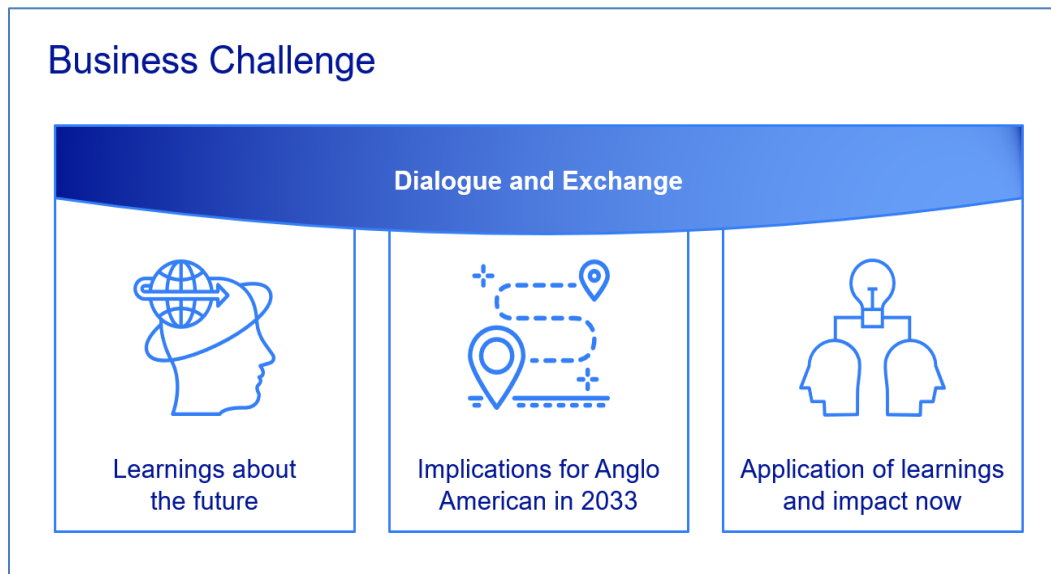
- **The Business Challenge and Experiments:** The Business Challenge work requires FutureShapers to integrate the following elements:
 - Learning about the future (Strategic scenarios and futures thinking, future of work, digital transformation, ESG issues).
 - Identification of business challenges which if addressed now, will make a difference to the future of Anglo American.
 - Development of their Purpose Canvases (business and discipline level)
 - Identification of ‘experiments’ as initial steps to address those business challenges, and outcomes thereof.
 - Integration of thinking and feedback from peer groups, mentors, and work teams.

FutureShapers then share their learning and recommendations for a way forward in key areas of the business, with Anglo American GMC (executive team). GMC members provide the opportunity for reflection and sensemaking. For the FutureShapers, it is an opportunity to gain exposure to C-Suite thinking. For the GMC, it is an opportunity to engage with talented and innovative leaders in the business, and equally to learn from their insights.

PROGRAM GOALS: Determining whether the program achieved its goals was done in a qualitative and quantitative manner.

Qualitative Feedback on Program Deliverables

- **Robustness of Purpose Canvas** – reviewed by CCL faculty and coaches. Feedback was provided to the participant and canvases were developed in an iterative manner over the journey.





- **Progress toward coaching goals** – reviewed by coachee, coach and line manager. At the close of the program, all three engaged in a ‘tripartite’ discussion to discuss development and facilitate transfer of learning back to the workplace.
- **Integration of learning to address the business challenge** – feedback was given in conversation with the GMC (executive team) at the close of the program.
- **Implementation of an ‘experiment’ as initial steps to address the business challenge** – reviewed by CCL faculty, the line manager and work team. “Success” was seen as the implementation of an experiment that supported a future direction for one’s business area or discipline - and learning from that. This was seen as evidence of strategic agility in the context of VUCA, and in the spirit of true experimentation results could be positive or negative (fail and learn).

Qualitative feedback was reviewed by the program design team and used to adjust the program for the next cohort.

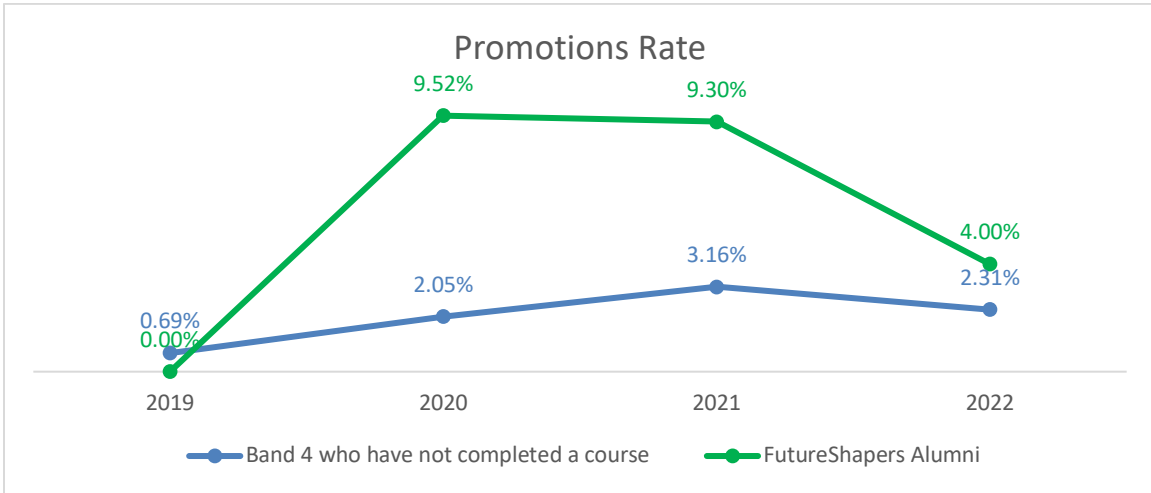
Quantitative Post Program Assessments

Quantitative results were drawn from three sets of analyses:

- Anglo American Analysis of Promotions (FutureShapers vs Total Population)
- Anglo American Global Colleagues Survey (FutureShapers vs Total Population)
- Center for Creative Leadership’s Return on Leadership Learning Survey conducted 5 months post program.

The analysis of promotions and Global Colleagues Surveys are presented below. The Return on Leadership Learning Survey is presented in a later section.

Analysis of Promotions: Given that the program is transitional, Anglo American’s People Analytics team has tracked promotions for FutureShapers compared to the general LoW population. The data shows that FutureShapers Alumni have higher promotion rates compared to the LoW 4 population who have not been on a leadership program. The apparent drop in promotions from 2021 to 2022 is a result of the timeframe – the 2022 cohort had not yet had a significant amount of time to be promoted, given that the program ended in November 2022.



Global Colleagues Survey: Anglo American’s annual Global Colleagues Survey assesses employee engagement on various dimensions. FutureShapers rated higher than all leadership academy alumni and the general population on the following applicable dimensions:

Category	Item	% Agreement
Engagement	I am willing to put in extra effort to help Anglo American succeed	96
Psychological Safety	I believe that my views are genuinely listened to when I share my opinion	84
Integrity and Sustainability	Anglo American conducts business in an ethical and legally compliant manner aligned with the Code of Conduct	96
Integrity and Sustainability	I have heard about the work the company is doing around climate change, biodiversity, and water usage	96
Integrity and Sustainability	Anglo American acts in an environmentally and socially responsible way	93
Integrity and Sustainability	I have heard about the work the company is doing for communities around health, education, and job creation	91
Alignment	I have a good understanding of the goals and objectives of my team	90
Alignment	I have a good understanding of the goals and objectives of my business unit/function	88
Alignment	I feel connected to Anglo American’s purpose	89
Inclusion and Diversity	I believe I have the opportunity for personal development and growth	80
Inclusion and Diversity	I am encouraged to challenge the ways things are done	78



From these analyses, we can see that the program goals were met in the following areas:

- Transition Goal: FutureShapers achieved better promotion rates and showed enhanced engagement levels compared to peers.
- FutureMe, FutureWe and FutureAnglo American: items from the Global Colleagues Survey above correlate to many of the themes that were promoted in the program, related to purpose and direction on individual, team and business unit level, being empowered to shape and effect change and a focus on what Anglo American can do to positively impact sustainability which is key to the company's future strategy.

Additional results from the Return on Leadership Learning Survey will be discussed in the section 4 (Measurable Benefits).

Design and Delivery of the Program

The FutureShapers program is ambitious in its aims, design, and delivery – and may well be the first of its kind in leadership development.

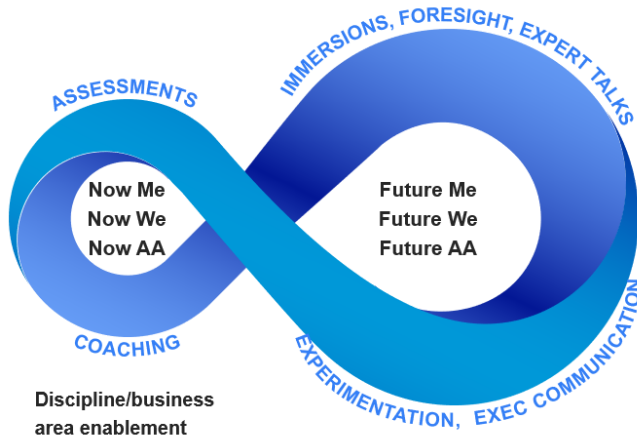
Future Shapers are required to navigate a future-now polarity, and then build a transformation roadmap for development:

- Think to the future: Use future-back thinking to project what their world will look like 10 years ahead. This is facilitated with the use of customized scenarios that are created with the consulting house Oxford Analytica, specifically for the mining industry and Anglo American – as a piece of consultative work. It is also facilitated via delivery by subject matter experts on relevant future-focused topics.
- Interpret the 'now': understand implications of the future to consider where they are now: as individual leaders, as team leaders, and in terms of their business area or function.
- Shape the future and apply learning today, engaging the wider system around them (senior leaders, peers, their managers and teams, subject matter experts, coaches, and facilitators).

The approach is not a straightforward learning and development approach, rather, it includes a consultative approach and gap analysis, with collective sensemaking and reflection to support one another in developing strategic, team and personal plans. FutureShapers are required to work on a set of parallel processes and goals with a constant interplay between 'real world of work' and the learning pieces. The learning frame is represented below.

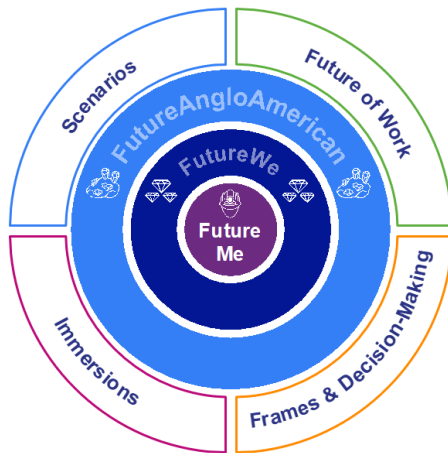


Our learning frame



Over the learning journey you will step outside of your expertise and navigate the Future-Now polarity.

You will learn how to shape the future and apply your learnings today, engaging the wider system around you.



Design principles that show advancement in leadership include the following:

Three levels of learning goals (me, we, Anglo American): The program goals (creating a strategy for FutureMe, FutureWe and Future Anglo American) formed the focal point of the design. Participants had to develop a purpose and transformation roadmap for themselves, their team, and their business area/discipline - informed by content delivery, dialogue, and reflection through the journey. Learning stimulus were presented through the workshops (e.g., scenarios, future of work content, frames, and decision for thinking differently) and through coaching and mentoring processes, as well as an in-person Immersion, and in the business challenge.



Throughout the learning journey, FutureShapers were encouraged to reflect on the following:

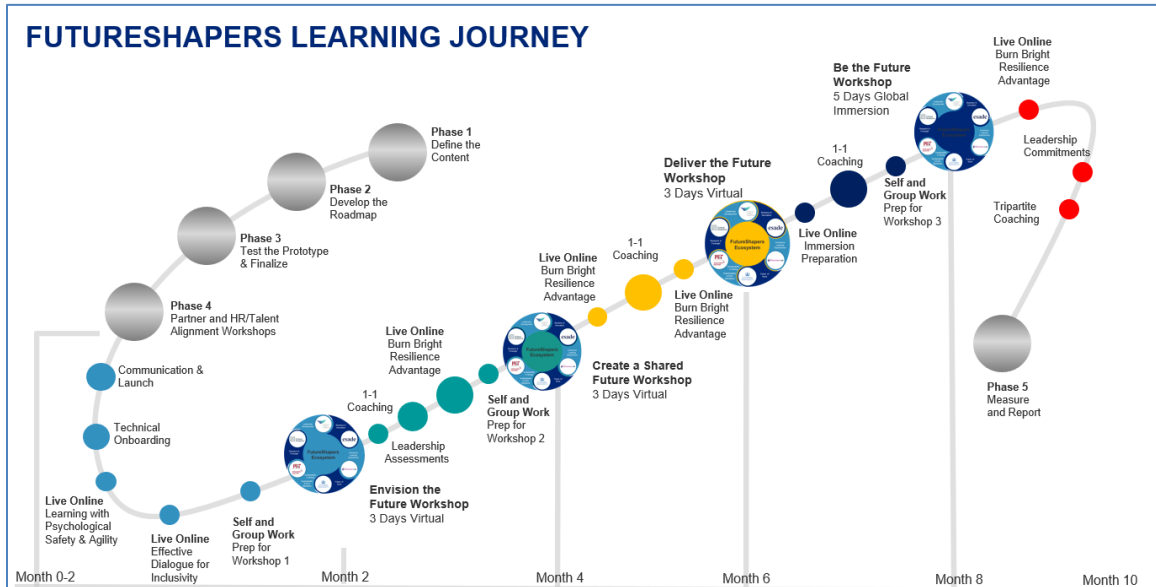
- What have you discovered as a result of our exploration?
- What do you know now that you didn't know before?
- What implications might this have for you, your team, and your business/area?
- How might you integrate this knowledge into your business challenge or experiment?

Vertical Development combined with Inner Transformation: Vertical Development helps leaders who work in complex, fast-paced organizations to elevate their thinking and become more agile & strategic. Leadership transition requires vertical development - developing more complex and sophisticated ways of thinking, greater wisdom, and clearer insights. It is based on levels, or stages, of thinking and involves gaining new perspectives and leadership mindsets needed to make a business strategy work. It requires both inner transformation and growing the ability to deal with complexity. This is particularly important when approaching strategy in a VUCA context.

For vertical development to take place, three conditions need to be met:

- Heat experiences (stretch and discomfort)
- Colliding perspectives (multiple viewpoints)
- Deep reflection and sensemaking

The learning premise was that learning more complex thinking was not enough. In addition to vertical development, FutureShapers needed to embark on a journey of inner transformation, as 'future leadership' requires a different mindset. The combination of vertical development and inner transformation made for an intense, complex, and long journey. The journey schematic is reflected in the diagram below (Figure 2). In that journey, the large circles represent 4 content workshops (three virtual and one in-person immersion). The smaller circles represent efforts up front to build the learning community, the coaching processes, the preparation before and after each session, self, and group work (including peer group learning and business challenges) and resilience workshops called BurnBright.



Multiple Partners: Assembling an Ecosystem for Delivery: To deliver the workshops, the Center for Creative Leadership (CCL) was aware that a great deal of specialized knowledge would need to be combined with leadership learning and development. To this end, CCL created a partnership consortium to deliver the materials. CCL provided the integrative facilitation for all the workshops and remained responsible for all facets of program design and delivery. This creation of an integrated ecosystem is an innovation - it increases the complexity of design and delivery and is challenging to execute. The advantage to the client is that they are afforded the best thought leaders in a topic area. The initial partner ecosystem is shown in Figure 3 below. In addition, each delivery included the relevant Anglo American Subject Matter expert or Senior Leader to integrate the topic into the business context, and to share the Anglo-American point of view.

DELIVERY ECOSYSTEM





Delivery of the Program: The previous discussion on program design shared the complexities and elements of the FutureShapers program.

The program was launched during covid, and the initial design anticipated a fully virtual delivery, including Workshop 4, with the option to convert to an in-person immersion should the travel ban be lifted. This materialized and the impact was an extension of program journey length to one year, to accommodate new travel logistics and planning. Between each workshop, participants engaged in shorter sessions of executive coaching, peer coaching, group mentoring by senior leaders, resilience work and the business challenges/experiments.

Description of Delivery Elements

Preparation: At the start of the journey, FutureShapers shared their personal profiles including engaging personal details on the LMS and completed psychometric assessments. They engaged in an official launch with the program sponsor (online) and attended sessions to build the learning community norms and values. They also participated in a session on effective dialogue, to set up the behaviors for dialogue, reflection and sensemaking. Another element of preparation was a technical launch, to assist them in navigating the LMS, the MS Teams platform and the collaboration boards (MIRO). Finally, they had a 'meet and greet' with executive coaches to begin the coaching journey.

The Journey: The body of the journey comprised 3 Workshops, the supporting processes between the workshops (peer coaching, senior leader mentoring, executive coaching, resilience work, business challenge work). These are described on the following pages. Finally, the capstone Immersion in London is described.



CCL Partnering with Oxford Analytica and Anglo American's Group Head of Strategy to:

- Explore and refine global scenarios provided by Oxford Analytica, customized for the mining industry and Anglo American.
- Explore 2nd and 3rd order implications and the associated impacts on the mining industry and Anglo American.
- Understand and relate thinking to the AA Group strategy perspectives on the future.
- Interrogate the 'so what' using dialogue in a knowledge café.
- Capture reflections about what it means for FutureMe/We/AA and for the business challenge.

CCL Partnering with Columbia University, an SME, and Anglo American's Group Head of Future of Work to deliver:

- Explore current examples of Future of Work within Anglo American via virtual immersions (Chile, South Africa, Singapore).
- Extrapolate implications for leading transformation, linking current themes and trajectories to Future of Work and Digital Transformation issues.
- Explore leadership implications with Columbia University and an SME on agile practice.
- Understand and relate thinking to the AA Group perspectives on the future of work.
- Interrogate the 'so what' for leading one's team into the future: a health check using TeamVantage, and preparation to debrief with the teams.
- Capture reflections about what it means for FutureMe/We/AA and for the business challenge.



CCL Partnering with MIT, an SME, and Anglo American's Group Head of Sustainability to deliver:

- Explore key industry challenges with global thought leaders in a series of 'provocations' with a focus on ESG.
- Engage in sensemaking to 'frame and reframe' issues, to create opportunities for different solutions, decisions, and outcomes.
- Harness reframing awareness to support mental agility – creating options for different strategic perspectives and decision-making in the future.
- Interrogate the 'so what' using dialogue in a knowledge café.
- Capture reflections about what it means for FutureMe/We/AA and for the business challenge.

Supporting Processes: Peer Coaching, Executive Coaching, and Mentoring by Senior Executives

Between workshops, the FutureShapers engaged in activities to dialogue and build collective thinking, and to engage in sensemaking and reflection.

The format of these meetings changed over time. Participants processed their business challenges and experiments in peer groups and engaged in group mentoring sessions with GMC and senior leaders to gain further input on their business and strategic challenges.

Each FutureShaper had 6 individual coaching sessions with their executive coach, to encourage inner transformation, personal and work team goals aligned to the program. The coaching process included a Hogan personality assessment, and a CCL propriety assessment called TeamVantage which describes the performance, connection, contributions, and impact of a team. Participants were asked to debrief TeamVantage with their work teams (following the coach debrief and supported with an aide) and to agree team development actions from that conversation. They would also use Team Vantage as input in creating a team purpose (FutureWe) for their Purpose canvas.

In addition, FutureShapers participated in 4 one-hour virtual workshops on resilience, entitled "BurnBright" to emphasize the importance of rounded wellness.



Coaching and Mentoring Processes					
PEER GROUP COACHING (120 mins)		<ul style="list-style-type: none"> • 1 meeting per Module • Topic Holder shares strategic leadership challenges drawn from the intersection of Anglo American strategy and their leadership • Peers operate as Mentors and Coaches, listening for understanding, asking powerful questions, offering advice, sharing experience/best practices 			
GMC/Senior Leader CONVERSATIONS (90 mins)		<ul style="list-style-type: none"> • 2 sessions overall with one GMC conversation • PGC distil strategic leadership challenges to share with GMC members or senior leaders • GMC members provide point of view and role model LoW V and VI perspective to support learning • FutureShapers share back perspectives as part of a dialogue • Emphasis shifts towards FutureAA, FutureWe and FutureMe agenda over modules 			
1-1 COACHING		<ul style="list-style-type: none"> • Onboarding to identify preferences and topics; coaches selected based on intake forms • # 1: 90 mins (Hogan) #2: 60 mins (TeamVantage) #3-5: 60 mins # 6: 60 mins Tripartite Conversation 			
BURN BRIGHT RESILIENCE (60 mins)	<p>Session 1</p> <ul style="list-style-type: none"> - It's about energy, not time! - Create a mind shift from time management to energy management for greater resiliency and well being. - Discuss the science of peak performance. - Discover practical tips and tools (Time confetti and vicious vs. virtuous circles, for example) 	<p>Session 2</p> <ul style="list-style-type: none"> - Everyone burning bright – a leader's imperative! - Build awareness of how to create an environment where everyone can burn bright. - Discover recharge tools: Social, Inspirational and Emotional. - Explore and practice human centred recharging for teams and groups. 	<p>Session 3</p> <ul style="list-style-type: none"> - Job burnout – it's your responsibility! - Cognitive reappraisal- the art of reframing for greater resilience - SCARF – The 5 psychological needs of us all and how to ensure they're being met. - Using SCARF to prevent burnout. - Tips to manage burnout. 	<p>Session 4</p> <ul style="list-style-type: none"> - Joining the dots - What do The Future of Mining, The Future of Work and Burn Bright have in common? - Practical tips to ensure Anglo American's people and working environment burns bright. - Your pledge. 	

Business Challenges and Experimentation

The Business Challenge experiments provided a vehicle for FutureShapers to integrate their learning and execute practically back at work, in service of the future. The concept is pictured below. To integrate learning, FutureShapers were asked to select an experiment that would support their Purpose Canvas (business level). This had to be a practical initiative to test in the workplace. For example, a FutureShaper working in Learning and Development tested virtual reality learning methods as an experiment. They would synthesize learning and then collate for final recommendations in the Workshop 4 Immersion.

- Purpose Canvas - What Envisioned Future (purpose and seeing/hearing) have you imagined for yourself, your team, your discipline/business area in 2030?
- The Experiment - What led you to select your experiment? What did you learn from your experiment? How was your vision for 2030 informed by your experiment? What can Anglo American learn from your experiment?
- Recommendations/Emerging Pathways - How might you scale or share learnings from your experiment? What pathways are emerging as a result of this journey? What has shifted for you as a result of this learning journey?



Prototype Concept: Your FutureShaper Story

Envisioning 2030

What Envisioned Future (purpose and seeing/hearing) have you imagined for yourself, your team, your discipline/business area in 2030?

Experiment Canvas

The experiment

- What led you to select your experiment?
- What did you learn from your experiment?
- How was your vision for 2030 informed by your experiment?
- What can Anglo American learn from your experiment?

FutureShaping

Emerging pathways

- How might you scale or share learnings from your experiment?
- What pathways are emerging as a result of this journey?
- What has shifted for you as a result of this learning journey?

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Immersion 4: Be the Future (In-person, in London). Delivered with The Immersion Lab

The London immersion came at the close of the program, and provided the capstone to integrate the three workshops, the purpose canvas and the business challenge/experiment, and the coaching and mentoring processes. It also served to further stretch the FutureShapers thinking about future possibilities, via visits to external companies, in small groups, which could provide insights into similar business transformation and ESG efforts. The graphics below show which companies were visited:

<p>1. Schneider Electric 2. Salesforce</p>	<p>1. Infosys 2. National Grid</p>	<p>1. Amazon 2. Drive Sustainability</p>	<p>1. Nokia 2. Cisco*</p>
<p>Terrabotics</p>	<p>RheEnergise</p>	<p>Seab Energy</p>	<p>NatureMetrics</p>

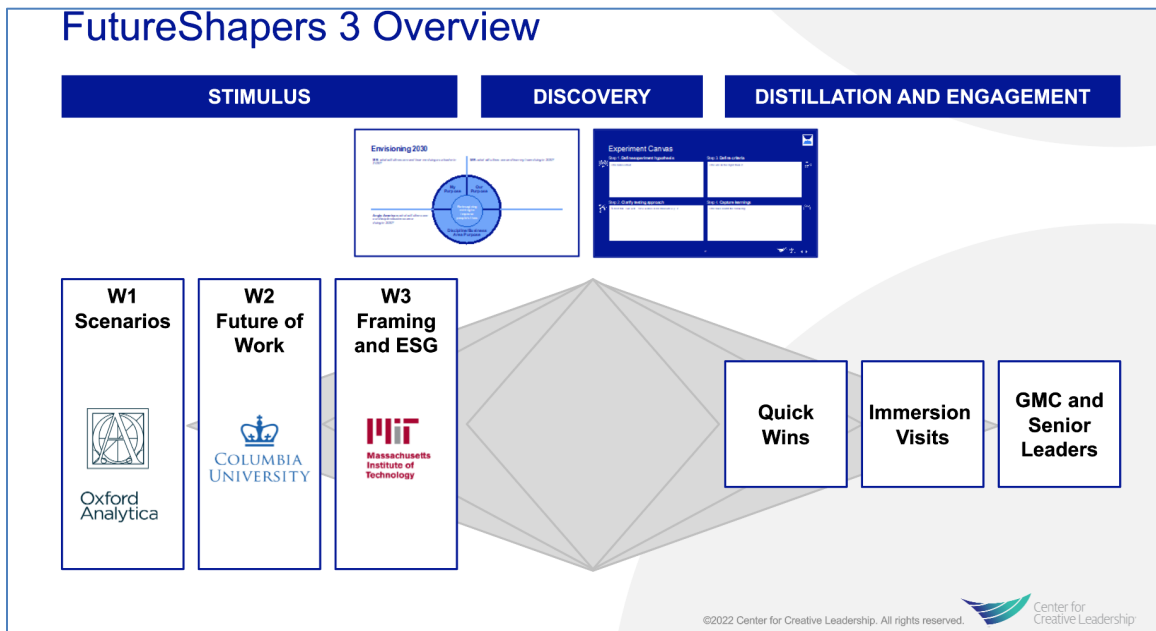


The immersion week culminated in a conversation with Anglo American’s GMC members, followed by networking opportunities with them. Preparation for this conversation was intense: over the week, FutureShapers needed to share learning from their execution of experiments, to synthesize their personal, team and strategic learning from the program and the immersion visits, and to provide thematic Points of View as recommendations to their executives. This was done in successive rounds of knowledge cafes. Finally, FutureShapers were asked:

“If you were ten times bolder, what one big idea would you put forward to help Anglo American create a winning future? What first step would you take to get started?”

FutureShapers shared recommendations relating to strategic alignment, ESG, customer engagement, culture and people engagement, and future of work. The format was conversational and required reflection, sensemaking and feedback from the CEO and GMC members, as well as commitment to next steps or quick wins where possible.

Below provides a schematic of the different program elements and how they came together during the final immersion in London.



Overall, the program had been a learning journey, one designed to stretch the FutureShapers through a combination of stimulus (content), discovery of self and others and of one’s leadership context, execution in the form of an experiment, and then continual sensemaking - to provide a combination of leadership transformation and practical results to shape a new future.



Adoption of the Program

The learning journey was initially planned for 8 months (virtual only learning) and then stretched to 12 months to accommodate an in-person immersion when the company’s covid travel ban was lifted. In addition, the program had many elements or ‘moving parts’ to track and manage. This section describes the adoption challenges that were planned for at the outset, those that emerged, and how the program adapted to address these.

Adoption challenge 1: Global audience residing in different time zones.

Participants were drawn from North America, Latin America, United Kingdom, Ireland Africa, Singapore, and Australia. It was not possible to co-ordinate learning within one time zone that would be suitable for all, and to maintain healthy learning hours. At the same time, the participants would benefit from diversity and meeting colleagues from other regions. The delivery team also committed to keeping learning hours within 07:00 and 19:00 in each region. The solution was to divide the cohort into 2 regions (East and West regions) and to mix participants as much as possible within those time zones. The exhibit below shows how each region was set: East Region comprised Brisbane, Singapore, South Africa, and Botswana. West region comprised United Kingdom, Ireland, Chile, Brazil, Houston, and Denver. Participants were issued with the planning cards shown below, to help them to track the various sessions. They also received customized virtual links to all sessions in their diaries.

Milestone Dates

Event Name	Event Date	Region Affected	East Region Countries
2021			
FutureShapers 3 Launch	27 Oct	East Region	Brisbane, Singapore, South Africa & Botswana, Ireland, United Kingdom, Chile, Brazil, USA Houston & Denver
FutureShapers 3 Technical Orientation	28 Oct	East Region	Brisbane, Singapore, South Africa & Botswana
WeBuilding the Learning Community – Webinar	02 Nov	East Region	Brisbane, Singapore, South Africa & Botswana
Oxford Analytica Webinar	09 Nov	East Region	Brisbane, Singapore, South Africa & Botswana
Coaching Session 1 – 90 mins To be completed by Feb 2022		Individual session	Date <input type="text"/> Time <input type="text"/>
Workshop 1 – Day 1	23 Nov	East Region	Brisbane, Singapore, South Africa & Botswana
Workshop 1 – Day 2	24 Nov	East Region	Brisbane, Singapore, South Africa & Botswana
Workshop 1 – Day 3	25 Nov	East Region	Brisbane, Singapore, South Africa & Botswana
BumBright	07 Dec	East Region	Brisbane, Singapore, South Africa & Botswana

Event Name	Event Date	Region Affected	West Region Countries
2021			
FutureShapers 3 Launch	27 Oct	West Region	Brisbane, Singapore, South Africa & Botswana, Ireland, United Kingdom, Chile, Brazil, USA Houston & Denver
FutureShapers 3 Technical Orientation	28 Oct	West Region	United Kingdom, Ireland, Chile, Brazil, USA Houston & Denver
WeBuilding the Learning Community – Webinar	03 Nov	West Region	United Kingdom, Ireland, Chile, Brazil, USA Houston & Denver
Oxford Analytica Webinar	09 Nov	West Region	United Kingdom, Ireland, Chile, Brazil, USA Houston & Denver
Coaching Session 1 – 90 mins To be completed by Feb 2022		Individual session	Date <input type="text"/> Time <input type="text"/>
Workshop 1 – Day 1	30 Nov	West Region	United Kingdom, Ireland, Chile, Brazil, USA Houston & Denver
Workshop 1 – Day 2	01 Dec	West Region	United Kingdom, Ireland, Chile, Brazil, USA Houston & Denver
Workshop 1 – Day 3	02 Dec	West Region	United Kingdom, Ireland, Chile, Brazil, USA Houston & Denver
BumBright	07 Dec	West Region	United Kingdom, Ireland, Chile, Brazil, USA Houston & Denver



Adoption Challenge 2: Time-poor audience

Sessions were kept as short as possible, given that there was a good amount of learning and processing to be covered. A typical online, synchronous session on a given day was four hours, and the workshops comprised 3 days of 4 hours learning per day. On one or two of these days, sessions were followed by a lunch break and then peer group coaching. Some participants still felt that the demands of the program were too much, and 1 did not complete the program for this reason. This was addressed in the following ways:

- Anglo American remained resolute in its support of the learning journey and appealed to line managers to create more space for their FutureShapers to engage in the program – supporting its emphasis on a learning culture and the importance of developing leaders. Learning is highly valued in this organization.
- The design team shortened the duration of sessions where possible, and shifted peer coaching sessions to alternate dates that didn't follow directly after the workshops, to allow for longer breaks between sessions.
- The next cohort (FutureShapers 4) was provided with a learning charter, emphasizing the commitment required to engage in such a program and the team went to great efforts to ensure that FutureShapers could accommodate this. If not, it was recommended that they delay participation.

Adoption Challenge 3: Virtual learning

Many of the cohort increasingly requested to meet face-to-face. This was not possible with a covid travel ban in place. To reduce 'zoom fatigue', the design team continued to find creative ways to engage learners in each virtual session, including a technical orientation session at the start, use of collaboration boards (MIRO), varying breakout formats, a combination of speakers and facilitators, gallery walks and virtual immersions. Each post session workshop saw evaluations that appreciated the content and facilitation, yet still requested face-to-face interaction. For this reason, when the travel ban was lifted, the team agreed to extend the program from 8-12 months, with a longer inter-session gap after Workshop 3, to accommodate an in-person immersion in London.

Adoption Challenge 4: Co-ordinating many moving parts

The program design contained many stakeholders and many learning elements. Stakeholders included the CEO and GMC, line managers, immersion hosts and SMEs within Anglo American. External stakeholders included CCL faculty and coaches, assessment providers, and ecosystem partners. As a result, communications and co-ordination had to be carefully managed throughout the journey, to maintain clarity for learners. This included:



- An integration role: one CCL faculty member was a constant presence throughout the journey, their purpose being to link the themes and content from each journey piece.
- A dedicated and highly professional program management team from Anglo American and CCL, emphasizing both program governance and attention to detail.
- A strong focus on communications, reminders, and updates to all stakeholder parties. A key communications vehicle for participants and Anglo-American stakeholders was video briefings and WhatsApp groups – both short and effective for time-poor managers.
- Toward the end of the program, Anglo American piloted a platform called “ENHANCE” which is intended to provide a single communications platform going forward and will integrate with the learning management system.

Adoption Challenge 5: Building a virtual learning community.

The program required a focus on the ‘collective’ - thinking, leading, learning, dialogue, and collective wisdom. Psychological safety and close bonds had to be developed in a virtual format. At the outset of the program, learners engaged in a session to build the learning community. This focused on creating a container, setting ground rules, and developing effective dialogue techniques. The ongoing peer coaching sessions helped to develop this through the journey. The face-to-face immersion in London served to deepen the community connections - making the decision to delay the program a good one.

Response: Program adaptation (testing and learning as a pilot)

In addition to the approaches described above, the implementation of the new design was treated as a pilot. In the same manner that we asked the FutureShapers to experiment, we sought feedback from them on our ‘program experiment’ and they gave input to design as we delivered the program. The design team then made more changes for the next cohort that started in January 2023. These changes are described in section 5: Overall.



Measurable Benefits

Analysis of FutureShaper promotions and general correlations with engagement were presented in section 1 (Fit to the Needs). In this section, data from end of module surveys and Return on Leadership Learning is presented. Measurements were prioritized according to the goals of the program, described in section 1.

End of Module Surveys: End of module surveys were completed by participants after each engagement, to assess overall satisfaction, levels of engagement, and learning objectives met during the session. Table 1 below shows the summary results which reflected that these areas were well met given the complexity of the journey.

A Likert scale was used that ranged from 1 (not satisfied at all) to 5 (satisfied to a very great extent).

Accumulated results across West and East Region from End of Module Surveys	
Overall satisfaction	4.0
Level of engagement	4.0
Extent session objectives achieved	4.0

Overall satisfaction	4.0
Level of engagement	4.0
Extent session objectives achieved	4.0

5-Month Post Program Return on Leadership Learning (ROLL) Survey: Center for Creative Leadership's ROLL Survey provides an overview of the initial impact of leadership development initiatives. Organizational research indicates that individuals who rate the questions in this report higher, also tend to show better organizational outcomes, such as improved leadership performance. Presented below are participants ratings on several areas related to impact:

- Overall satisfaction ratings
- Mindset shifts
- Individual, team, and organizational impact
- Impact on leadership outcomes

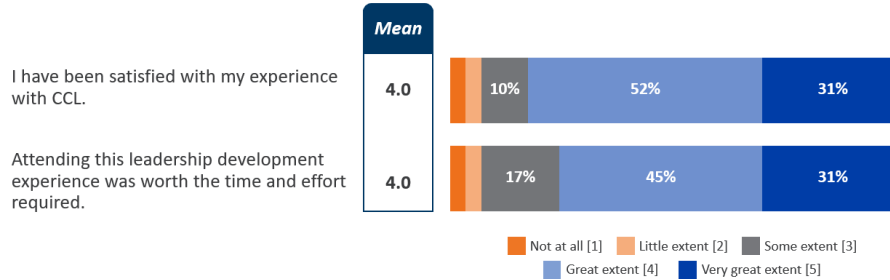
Data is shown as it appears in the ROLL report. A Likert scale was used that ranged from 1 (not at all) to 5 (very great extent) and each bar graph shows the percentage of responses per rating. The overall response rate was 88% of the population.



Overall Satisfaction



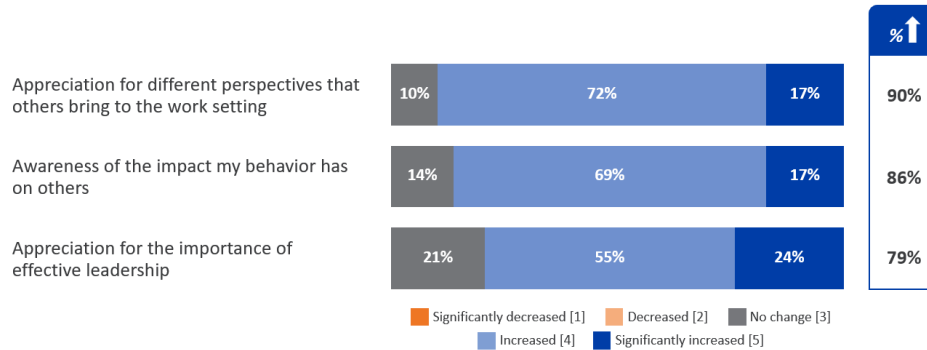
Rated on 5-point response scale, the Overall Satisfaction measure contains two items that capture participants' overall experience with the program attended including its content, facilitation, resources, and follow-up activities.



Impact on Leaders: Mindset Shifts



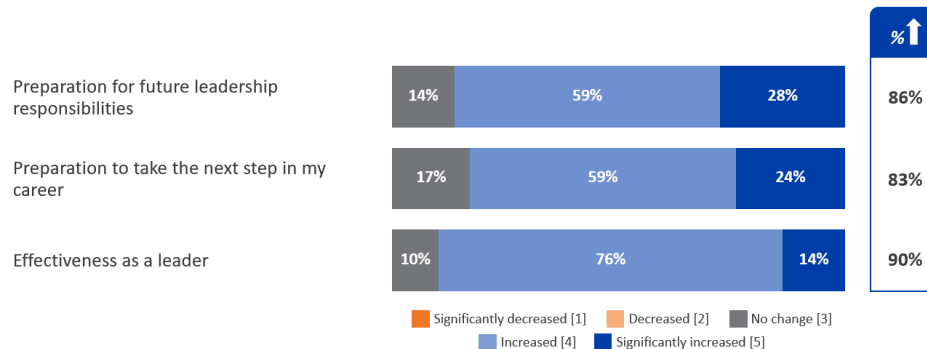
Mindset Shifts refer to how a leader thinks about self, others, their challenges, and the concept of leadership itself. To fully understand the impact of leadership development, we must go beyond measurement of competencies and tap into leaders' perspectives, beliefs and ways of understanding the world, as these elements collectively impact their behaviors and ultimately, leadership effectiveness.

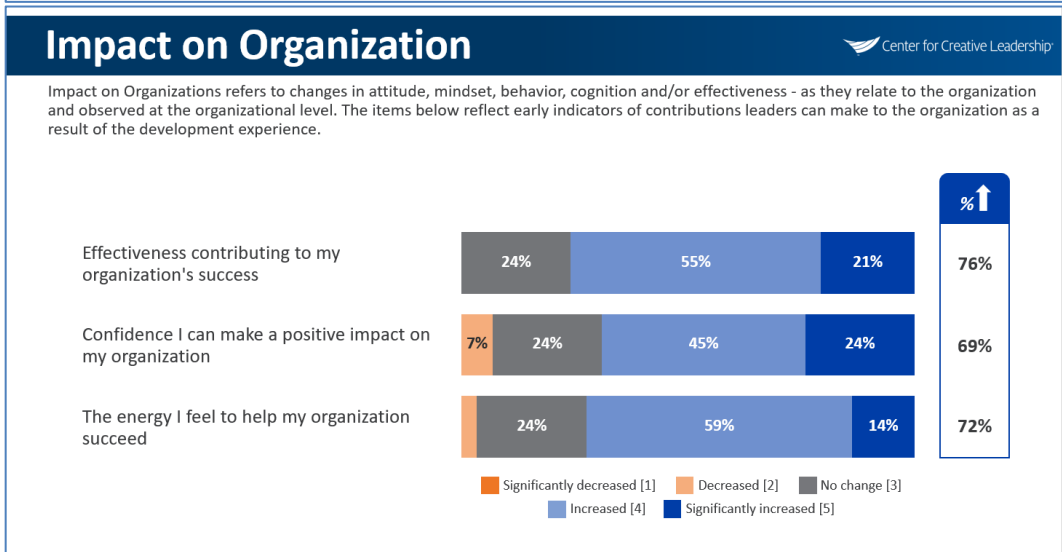
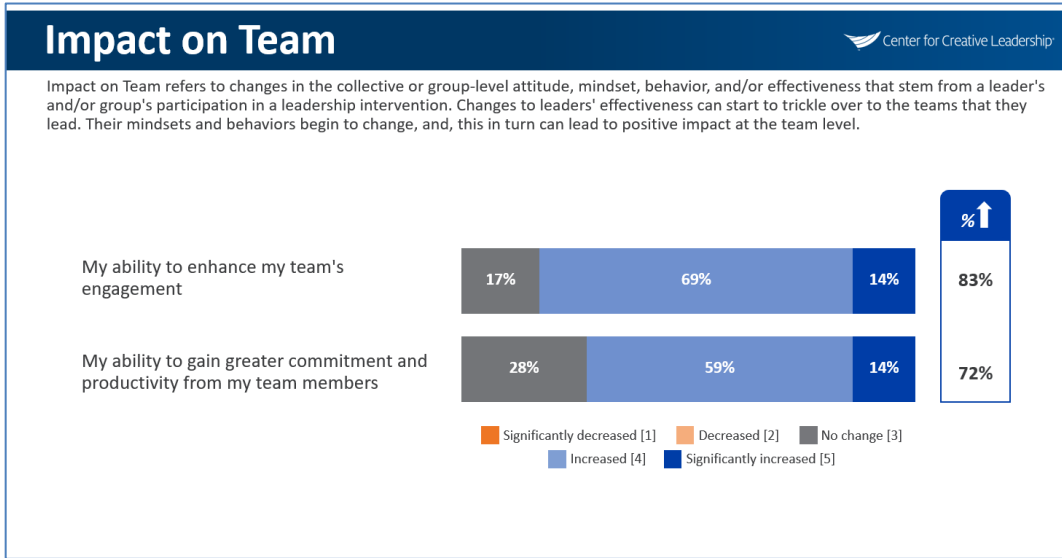


Impact on Leaders: Leadership Capability



Impact on Leaders refers to any changes or shifts to the SELF with respect to their attitude, mindset, behavior, and/or effectiveness anticipated to occur as a result of their participation in the development intervention. The items below stem from the idea that leaders who believe they are capable leaders tend to exhibit higher performance and create stronger engagement in their work groups.





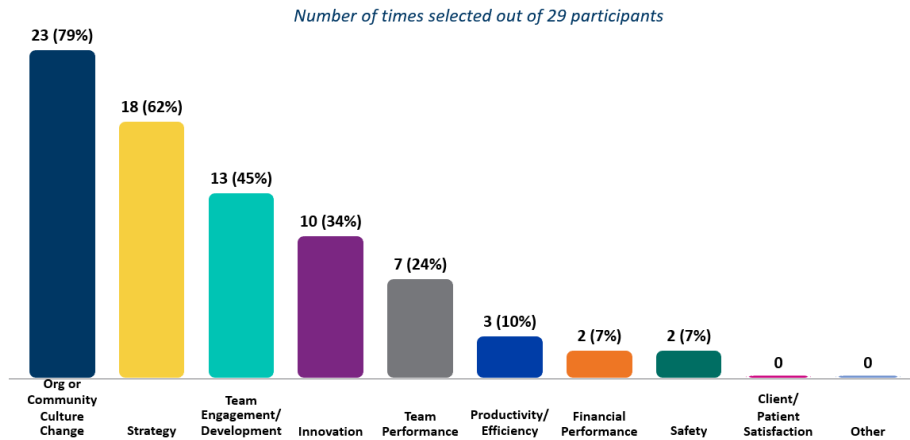
The following two sets of results focus on outcomes. In the first, leaders were asked to indicate which outcome areas they hoped to positively impact as a result of their leadership development experience. The top three areas were culture change, strategy, and team engagement – which aligned to the high level aims of the FutureShapers program.



Leaders' Unique Outcomes

Center for Creative Leadership

"Which of the following areas do you hope to positively impact based on your leadership development experience?" (Participants chose their top 3.)

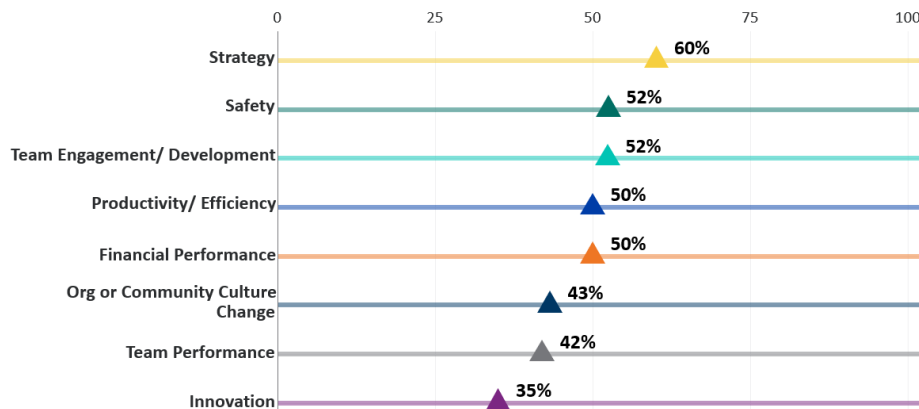


The next graph indicates shows the improvement (%) that leaders have already seen in outcomes areas to date (acknowledging that the results will change over time). Strategy saw the biggest percentage improvement, which is practically realistic as strategy may be determined more quickly and was an emphasis of the program (Shaping the Future). The 'execution' elements are well rated, with the recognition that these will take longer to implement.

Ratings of Leaders' Unique Outcomes

Center for Creative Leadership

"You indicated you hoped to positively impact the following area(s) based on your leadership development experience. Please estimate the percentage (%) improvement you have seen in these area(s) so far." These results are likely to change over time, but this provides a snapshot of how much progress leaders have seen to date in these important outcome areas.



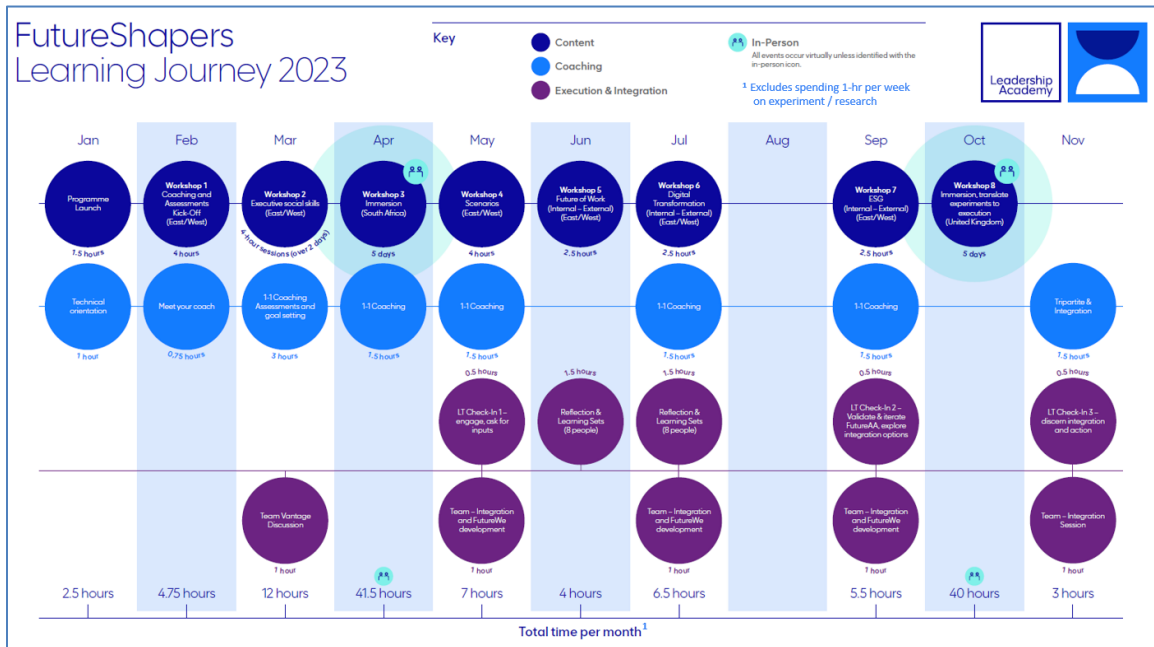


Overall

Based on learnings from the delivery of the new FutureShapers Program, design and delivery changes have been made that will position Anglo American and CCL to have an even more successful second year with the program. The leadership academy received enough nominations for 2 cohorts for 2023. However, the decision was to invest more in one cohort for 2023 – and, to lengthen the time on course to include more in-person components and to increase the overall budget for the cohort by 40%.

The outlook or journey for the 2023 program is shown below. It has been adjusted to cater for the key findings and lessons learned, which are also described below. These findings are presented in terms of the three ‘delivery tracks’ represented in the journey map:

- Dark blue: content delivery track
- Light blue: coaching delivery track
- Purple: execution and integration track



Content delivery – from an “all virtual” to a hybrid model: The single biggest challenge of the learning journey was an all-virtual model. Though COVID made an “all virtual” approach necessary, end of module surveys showed it was challenging for learners to stay engaged. These virtual challenges were initially addressed by adjustments to timing and learning methods. Any session would combine a variety of approaches as well as processes to suit different learning styles. Content was refined, simplified, and reiterated as it was important to reinforce key principles over a long journey.



However, it became clear that participants were craving in-person connections. As mentioned previously, the design team agreed to pause the program, to allow for planning of an in-person immersion once the travel ban was lifted. Gaps in a learning journey are not ideal. Additional time between modules was used to provide more sessions for peer groups to share experiments, and for the CCL facilitation team to offer more consultation support for the experiments. The pause did create a loss of momentum for some leaders.

Overall, the decision to delay the program was a good one; the in-person London immersion served to reconnect the FutureShapers and re-energize their learning and delivery. The 2023 program now has 2 in-person Immersions comprising one week each. The first will take place in South Africa, close to the start of the program, in April. The second takes place in October at the close of the program, in London.

Content delivery – delivering with a partnership ecosystem: The program design comprised co-delivery of content workshops with external partners (strategy consultancies such as Oxford Analytica, universities such as Columbia and MIT, and delivery partners such as The Immersion Lab). Creating alignment with partners who may have a different approach to learning is typically time consuming and complex. Some partnerships were more effective than others, and these pilots allowed the team to refine collaboration and anticipate better teamwork for 2023.

In addition, the content sessions included Anglo American subject matter experts and senior leaders who would share internal perspectives on a given topic (scenarios, future of work, ESG). This worked exceptionally well, and their delivery time has been increased for 2023 delivery.

Content delivery – time poor managers: The new journey map pictured above clearly shows expected time commitments per session and per month. Before accepting a nomination to join the program, FutureShapers were asked to ensure that this time requirement would be feasible, and to plan to delegate work and/or discuss timing with their managers.

Coaching delivery: Participants were initially allocated 4 coaching sessions, supported by the Hogan Personality and TeamVantage assessments. It became clear that participants desired more coaching sessions, and the number increased to 6. The design team also saw that the coaching process needed more integration with the main learning journey. Going forward, the 2023 program will include the following improvements to expand and better embed the coaching journey into the rest of the learning journey:



- Add a 360 rating, to include more stakeholder feedback perspectives.
- Add an assessment workshop before initiation of coaching sessions, to help participants interpret their feedback reports and focus on key information ahead of the coaching sessions.
- Ask coaches to better integrate the Purpose Canvas in their coaching process.

Execution and Integration: The strategic focus of Anglo-American GMC saw a shift from 2022 to 2023. Recently, the focus changed to execution excellence and ‘getting the core operations right’. Two aspects of the program, namely Team Vantage and the Business Experiments, were singled out for more attention going forward to support this.

Firstly, Team Vantage will be consistently debriefed with work teams and actions for high performing teams will be defined. Leaders will receive toolkits to support increased team effectiveness back in the workplace.

Secondly, the individual leader experiments will coalesce into team challenges. The experiments were initially ‘small’ to accommodate time poor managers. However, with the strategic focus on execution, the new GMC program sponsor for 2023 outlined a vision for increased execution. Participants would need to show increased effort in this regard. The challenges will be identified in the first immersion in April, and FutureShapers will be asked to work collectively on those challenges which will make the most difference to the future of Anglo American over the next 10 years. In a similar fashion to the previous program, feedback will be given to and by the GMC in October 2023.

Overall - True Partnership and Stakeholder Involvement: The program impact could only be achieved through an excellent partnership between the Center for Creative Leadership and Anglo American’s Leadership Academy, the Anglo-American senior leaders and SMEs involved in delivery, the support of 35-line managers and the partnership ecosystem. Through careful planning, testing, and refinement of the program along the way, Anglo American and CCL have built a solid learning experience. Word-of-mouth reviews from participants and their line managers have driven demand. The level of commitment and integration between the various organizations yielded results that would be very difficult to achieve otherwise, for a journey of this complexity.



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EXCELLENCE AWARDS 2023

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