HSBC Elevates 4,700 Frontline Leaders Through Future Fit Program

HSBC Global Service Centres and Technology

Best Development Program for Frontline Leaders

November 2024

Company Background

Company-at-a-Glance	
Headquarters	HSBC Electronic Data Processing India Private Limited, Hyderabad
Year Founded	HSBC HDPL was set up in 2001
Revenue	NA, as it is a Digital Banking and Technology Services Delivery outfit for HSBC Bank
Employees	Circa 70,000 across all GSC and Tech regions
Global Scale (Regions that you operate in or provide services to)	Global Service and Technology Centres located in India, China, Malaysia, Philippines, Sri Lanka, Egypt, Poland and Mexico are the foundation of HSBC, providing essential support across technology, operations and key central business services for HSBC's global businesses and functions across 53 countries. They play a vital role in driving great experiences for customers and colleagues and enabling the bank's strategy.
Customers/Output, etc. (Key customers and services offered)	Digital Business Services teams are the foundation of HSBC and provides essential support across technology, operations and key central business services for global businesses and functions by:

Industry	Banking and Financial Services
Stock Symbol	N.A.
Website	[HSBC Group corporate website l HSBC Holdings plc](#)

Budget and Timeframe

Budget and Timeframe	
Overall budget	NA
Number of (HR, Learning, Talent) employees involved with the implementation?	Learning & Talent Development – 11 members
Number of Operations or Subject Matter Expert employees involved with the implementation?	NA
Number of contractors involved with implementation	3
Timeframe to implement	January 2023 – December 2023
Start date of the program	February 2023

Fit to the Needs

Over the past few years, there have been substantial developments in the financial sector. The banking sector needs to make sure that specific measures are made to guarantee that the personnel are on par with the industry as a result of the integration of technology and automation. It is essential to provide people managers with the competencies they need to be prepared for the Future of Work.

A Bank Wide Operations Transformation (BWOT) plan was implemented at HSBC Global Service Centers, affecting 70,000 employees in seven countries: India, China, Malaysia, Philippine, Sri Lanka, Poland, and Egypt. This shift necessitated changing the way that learning is accomplished by making investments in leadership development that emphasize technology skills, and shift in mindset. The Future Fit People Manager (FFPM) program was created by the Learning and Talent Development (L&TD) team in collaboration with Business Leaders to empower people managers to lead with purpose and agility in accordance with

HSBC's values: We Value Difference, We Take Responsibility, We Succeed Together, and We Get It Done.

FFPM was the Global Service Centers' first comprehensive people manager development program, with the goal of creating a pool of fungible and future-ready people managers. The program's goal was to develop a group of effective people managers who could drive change and transformation within the bank. The FFPM program created chances for not just the transformation of people managers, but also the reconfiguration of mid-level workforce capacities to fulfill tasks and skills required for the future. This, in turn, would help employees advance in their careers and talents. The L&TD's training requirement analysis with the business leaders identified the need for a learning program intended for people managers to educate them to be future-ready leaders.

Understanding the necessity, the L&TD team recognized the following aspects as critical elements for the business:

1. *Retaining and Engaging in a High Attrition environment*
   a. *At circa 20% attrition in the industry, people managers are highly valued resources*
   b. *Credentialed people managers are a required resource for business functions*
   c. *People managers motivate, engage, and retain people (90% of the total workforce)*
2. *Managing Transformation while Managing Business as Usual (BAU)*
   a. *People managers are supposed to manage and implement transformation*
   b. *They are uniquely positioned closest to the customer, employees, and the process, adding value*
3. *Maintaining a Risk-free Environment*
   a. *People managers are required to monitor each transaction, detect any risks, and report any incidents*
   b. *They are expected to have great knowledge of processes and systems, risk frameworks, and coaching abilities*
4. *Managing Key stakeholder and Customer Conversations*
   a. *People managers are generally customer-facing and manage senior stakeholders*
   b. *They should be able to handle difficult situations/conditions*

Based on the above needs, the FFPM program was designed to set people managers to:

- *Face challenges in their roles*
- *Understand team dynamics*
- *Become commercially aware*
- *Manage teams using a hybrid paradigm*
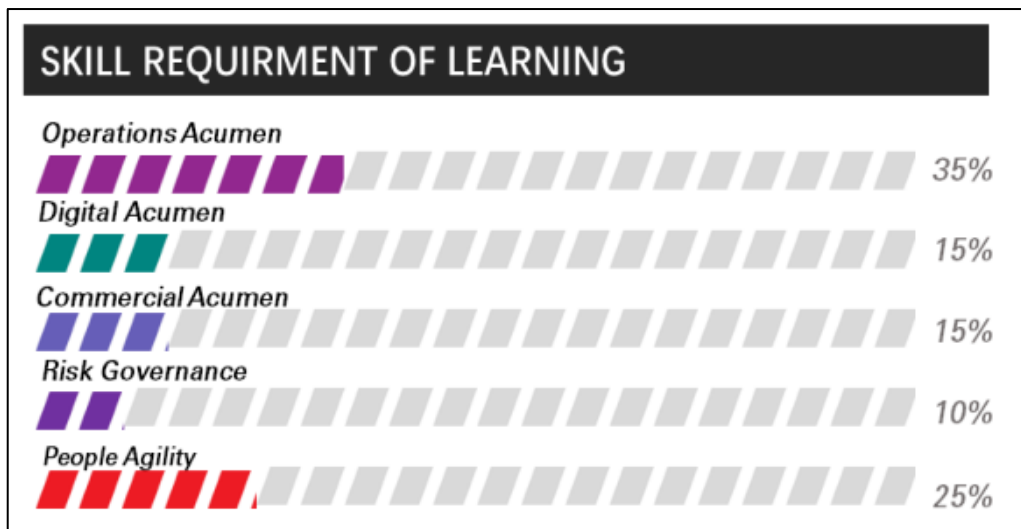- *Set business priorities and reduce overall risk in the firm*

Provide a description of the frontline leader development program.

What goals did you establish and were they achieved? Did this program tie into organizational objectives?

Details:

*With the goal to enable **4,700 People Managers** in GSCs by 2025, the FFPM program's objective was to accelerate transformation of People Manager's capability. The outcome of the program was to:*

1. *Build fungible operations manager resources across business processes*
2. *Transform operations Managers from managing Business as Usual to lead digitalization in Agile method*
3. *Build a resilient high potential and future ready operations managers pipeline to uplift GSC branding*
4. *Build the holistic operations manager development – technical, commercial, leadership, transformation and risk*

SKILL REQUIRMENT OF LEARNING

Skill	Percentage
Operations Acumen	35%
Digital Acumen	15%
Commercial Acumen	15%
Risk Governance	10%
People Agility	25%

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Picture 1: Skill Requirement Outcomes

Content and curriculum

Picture 2: Curriculum Layout

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Picture 2: Curriculum Layout

FFPM Phase 1 is a hyper-customized development program designed for first time people managers with Global Career bands of 6 and 7. FFPM is the first comprehensive people manager development program that is spanned over 6 months, with 38 hours of learning, and covering 44 skill sets.

With the support of our learning partner HSBC University and our learning platform Degreed, the learning team along with the business leaders identified the below models

To support program bank-wide, various leaders across businesses who are aligned with the bank's strategy of 'Energize for Growth' sponsored the FFPM program for each module curated, thus creating the FFPM Academy Board.

*The **Academy Board of 13 Leader Members** was formed under the leadership of the Head of Operations, in collaboration with the Learning and Talent Development team. Each module was sponsored by Global Heads across GSCs*

and Tech Centers. The key role of the leaders was to create an environment of growth by supporting learning in every aspect of work. The program was facilitated by the learning team. Through the various modalities of interaction with the participants, the leaders shared their learning curves and provided support in the learning journeys.

The above needs identified by the Business Leaders, in conversation with the L&TD team, facilitated the creation of a hyper-customized learning journey, specific to the First Time (frontline) People Managers group, that would build their proficiency in the following –

Operations Acumen: Skills and behaviors to drive operational efficiency and productivity

People Leadership: Capabilities to manage people, performance, and working environment

Transformation Acumen: Digital mindset to adapt to changes, identify opportunities for tech intervention and being more tech-savvy

Commercial Acumen: Customer-centricity and understanding of commercial aspects of running operations

Risk Acumen: Risk awareness in running operational activities and managing a team

The above tied in to the need of certified people managers, with the following objectives agreed upon by the Business Leaders and L&TD Team –

- Accelerate transformations and reconfigure mid-level workforce capabilities to meet the demand for jobs and skills of tomorrow

- Build critical skills to develop fungible and future-ready operation managers' leadership for current and emerging jobs

- Support talent progression and career growth as a key organizational need

Design and Delivery of the Program

The learning curriculum of Future Fit People Manager was built in collaboration with Subject Matter Experts from the business, using a Design Thinking approach, following the British Design Council's Double Diamond model – Discover, Define, Develop, and Deliver.
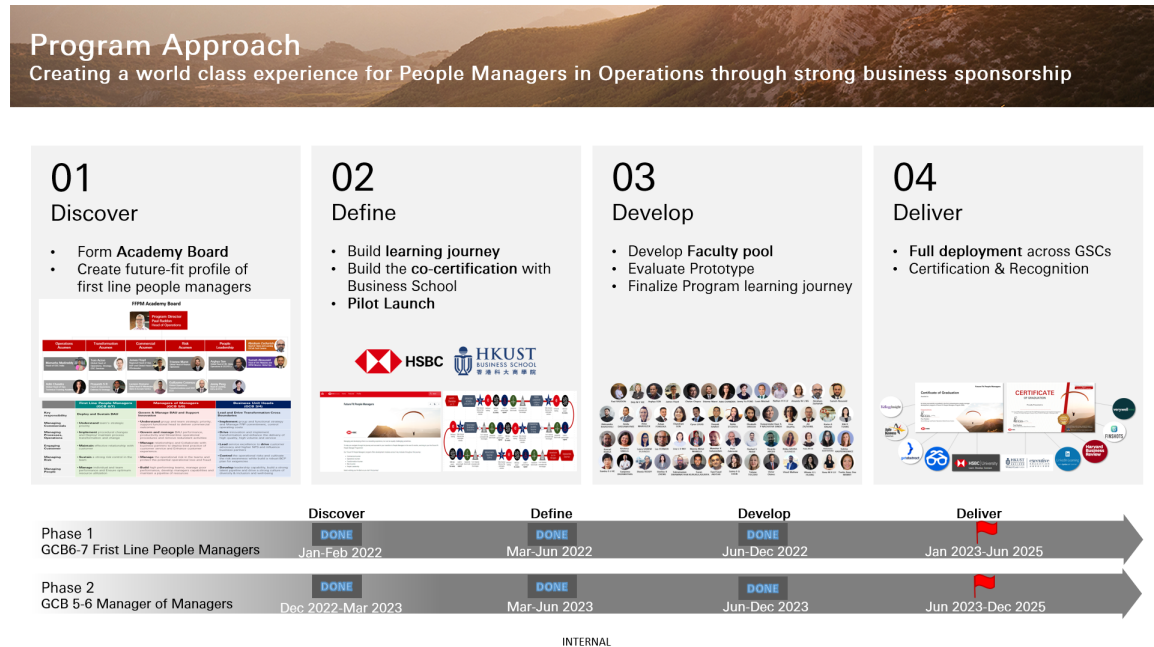
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Picture 3: The Approach

The design framework comprised of multi-modalities, to provide the learners with the flexibility of learning at their pace, keeping the hybrid-working model in mind. The program design consisted of the following modalities –

Leadership Huddles/Insights: *The sessions were organised by the learning team where business leaders were invited to share their insights based on the module/theme. This gives them opportunity for live interaction with the leaders.*

Subject Matter Experts Question and Answer sessions: *These sessions invited Subject Matter Experts to share their journey and challenges with the participants and guide them in their learning journey.*

Drop-in sessions: *As the learners go through their learning, they are bound to face challenges due to technological issues or a gap in completing their course. Drop-in sessions are scheduled to give the participants an opportunity to clarify those queries*

Video-based learning: Videos were pre-recorded with leadership messages, providing insights and sharing the construct of the selected modules, and encouraging learners to complete their learning.

Social learning: A collaborative forum was provided to learners to interact with industry experts, work-stream leads, and subject-matter experts. These allowed learners to share best practices, learn from authentic experiences, and identify ways to apply their learning. Frequent connects with Leader Sponsors gave the required encouragement to learners through various stages of their journey.

Self-paced learning: Additional learning resources, curated specifically for the program and the modules were uploaded on the internal content curation platform 'degreed'. These provided learners the flexibility to complete learning at their pace, and also keep track of the progress/completions.

Assessments and Assignments: The evaluation and proficiency levels of learners was facilitated through assessments, that allowed them to reflect on their learning, and assess the mastery of skills/knowledge. For certain topics/modules, learners were given specific assignments to complete, post which they were provided feedback on the same.

Line Manager engagement: Line managers of all learners were engaged throughout the program through frequent and timely updates on the progress of their team members. They were also involved in feedback conversations to outline the effectiveness of the modules and identify gaps, if any.

Accreditations: On completing all the 5 modules, the participants receive a Certificate of Completion endorsed by HSBC University.

The following image describes the journey map of the program:
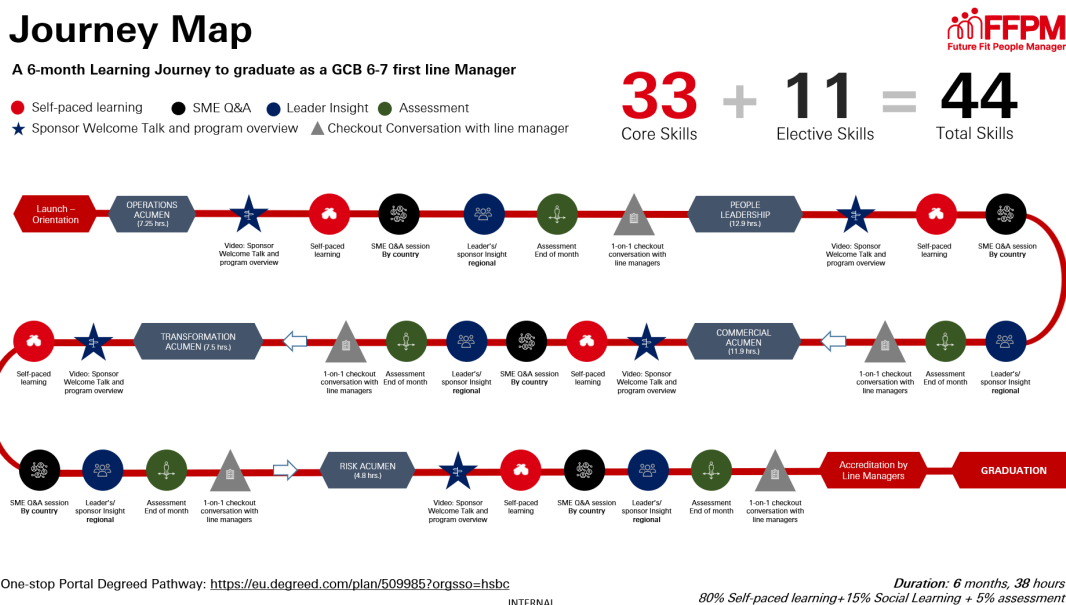
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Picture 4: Program Journey Map

There were 5 domains that were included as part of the learning. They can be outlined as follows –

***Operation Acumen (7.25 hours):** This module focused on skills and behaviours that drove operational efficiency and productivity. It consists of 9 core skills along with 2 elective skills. Elective skills are additional sources that are provided in the learning pathway. This curriculum includes skills such as*

***Customer Centricity:** Build the customer-centricity at the heart of everything action, to build effective relationships and drive growth for the business*

***Workforce Management:** Involve effectively forecasting labour requirements and create and manage staff schedules for successful execution of role requirements*

***Migration Management:** Transition processes and operating capabilities from one entity to a GSC for standardized and centralized structure*

***Process and Operational Domain Knowledge:** Identify and apply process and operational domain knowledge to improve organization's products and services for sustained competitive advantage*

***People Leadership (12.9 hrs):** This module focused on capabilities to manage people, performance, and working environment. It consisted of 6 core skills. This curriculum includes skills such as:*

***Instil trust:** Gain confidence and trust of others through honesty, integrity and authenticity*

***Customer Engagement:** Foster a customer centric mind-set and promote customer advocacy to drive business growth*

***Drive Results:** Communicate a vision, set priorities, develop and execute plans that achieve the desired outcome*

***Motivation and Well-being Mindset:** Build capacity of the individual to thrive in demanding situations*

***Hybrid Working for Managers:** Create a form of flexible working where workers spend some of their time working remotely and some in the employer's workplace*

***Performance Management:** Collect, analyse and report information regarding the performance of an individual, group, organization, system or component. Perform activities to enhance team and organizational performance, bring the best out of people.*

Commercial Acumen (5.7 hrs): *This module focused on being customer-centric and proactively managing expectations, understanding commercial aspects of running operations, being mindful of spends and budget. It consisted of 7 core skills along with 8 elective skills. This curriculum included skills such as:*

Business and Customer Strategy:

- *Understand the different business lines and functions, the products and offerings*

- *Work through a set of guiding principles, communicate and adopt them to generate desired pattern for decision making*

- *Work with financial products designed to enable profitable, sustainable development priorities wit customers*

- *Focus on key elements and find solutions for business problems*

Market Landscape:

- *Interpret global economic trends and understand the impact on the needs of the customers.*

- *Empathize, define, ideate, prototype and test innovative solutions to problems.*

- *Monitor the external environment to identify customer needs, anticipate competitive actions and identify technological changes to provide new market opportunities and disruptors.*

- *Seek prospects to refer appropriate HSBC products and services to drive better outcomes*

Fundamentals in commercial performance:

- *Plan, organize, budget, forecast, direct and control finances*

- *Understand metrics necessary to track and evaluate the performance of the team, business unit or organization*

- *Review options with respect to financial transactions and opt for the options that deliver desired outcomes*

- *Support and arrive at decisions post review of data and insights*

- *Provide apt services to the customers*

Transformation Acumen (7.5 hrs): *This module focused on building a Digital Mindset to adapt to changes and identify opportunities for tech intervention. It consisted of 6 core skills., This curriculum included skills such as:*

Change Management and Process:

- *Apply change practices using various methodologies to deliver change and apply change management approaches*

- *Improve productivity levels at an individual or organization level through new and improved ways of working*

- *Approach development requirements and solutions through collaborative effort of cross functional teams and their customers*

Data Skills:

- *Gather and measure information from single to multiple sources*

- *Develop ability to interpret, understand and communicate data as information*

Risk Acumen (5.8 hrs): *This module focused on identifying risks in running operational activities and managing a team. It consisted of 6 core skills along with 1 elective skill. This curriculum included skills such as:*

Regulatory:

- *Understand what it means for HSBC to operate in regulated environment*

- *Recognize and prioritise data privacy*

Operational Risk Management:

- *Build capability in recording/reporting event reports to include aspects such as Root Cause Analysis, Tactical Solutions, Strategic Solutions to identify remedial actions and prevent reoccurring operational events*

Understanding Risk:

- *Support day-to-day Risk and Control management activities*

- *Understand and interpret regulations and its impact on business*

- *Manage non-financial risk at HSBC, discover key roles and types of risks*

- *Manage security*

For a participant to be certified, the following criteria needs to be fulfilled:

- *100 percent completion of all modules.*

- *80 percent passing score in assessments.*

- *Line Manager's endorsement of Learning Application.*

Delivery:

The most important aspect of the program was the delivery mechanism devised by the L&TD team. The L&TD team wanted to ensure that the learners were curious, engaged, encouraged, and accountable for ensuring that they complete

the entire duration of the program, to ensure retention, application, and create an impact through the transformation and upskilling they received in their journey.

Program Team & Responsibilities:

Role	Key Tasks & Responsibility
Program Lead & Co-Lead	(a) Guide Project Work Group (PWG) in execution of the program. (b) Act as a bridge between academic board and PWG. (c) Accountable for Phase I deliverables and outcomes.
Program Manager	(a) Responsible for Over-all Program Management and Program Governance. (b) Responsible for required MI and Reporting at program level. (c) Stakeholder Management, mainly senior stakeholders, and academy board. (d) Mitigation and Resolution of Risks and Issues reported.
Project Manager	(a) Responsible for creating and tracking / managing project plans, schedule and outcomes for Phase I. (b) Responsible for phase level reporting & tracking aligned to the program level governance. (c) Lead working group meeting for the phase and maintain Action Log, RAID trackers etc. (d) Stakeholder engagement mainly including Site Level L&TD leads, participants along with the PMO / FFPM mailbox etc.
Project Manager	(a) Responsible for creating and tracking / managing project plans, schedule and outcomes for Phase I. (b) Responsible for phase level reporting & tracking aligned to the program level governance. (c) Lead working group meeting for the phase and maintain Action Log, RAID trackers etc. (d) Stakeholder engagement mainly including Site Level L&TD leads, participants along with the Project Management Office (PMO) / FFPM mailbox etc.
Degreed and HKUST SPOC	(a) Program administration on Content management and Learning system/platform – LMS and Degreed. (b) Co-ordination / Lead engagement with concerned HR Teams mainly for HR Cases raised by participants. (c) Manage the vendor and process of Co-certification with HKUST.

PMO/Project Coordinator	*(a) Support PMO activities and planning for Phase I.* *(b) Infrastructure support (incl. presentations, mail communications, calendar invites, recordings for events etc.) for sessions across a Cohort, Module etc.* *(c) Responsible for generation of reports / maintain participant related data for the Phase and Program level MI and Reporting.* *(d) Maintain / Administrate the program using FFPM Mailbox and Program SharePoint with Program Working Group, Site L&TD leads, Participants etc.*
PMO/Project Coordinator	*(a) Support PMO activities and planning for Phase I.* *(b) Infrastructure support (incl. presentations, mail communications, calendar invites, recordings for events etc.) for sessions across a Cohort, Module etc.* *(c) Responsible for generation of reports / maintain participant related data for the Phase & Program level MI and Reporting.* *(d) Maintain / Administrate the program using FFPM Mailbox and Program SharePoint with Program Working Group, Site L&TD leads, Participants etc.*
PMO/Project Coordinator 3	*(a) PMO Support coordinator across Phase I for common actions and deliverables.* *(b) Generation and Publishing of Certificates across Phase I for Cohorts, Modules which are expected to be min. 4 in-parallel spanning across the year.* *(c) Ad hoc activities supporting the PMO's across both the Phases (PPT Deck preparation/SOPs/FAQs/Guidelines/Documentation/Wall of Fame/Certification/Thank You Note/Degreed maintain etc.)* *(d) Back-up PMO support*
PMO/Project Coordinator 4	*(a) PMO Support coordinator across Phase I for common actions and deliverables* *(b) Generation and Publishing of Certificates across Phase I for Cohorts, Modules which are expected to be min. 4 in-parallel spanning across the year.* *(c) Ad hoc activities supporting the PMO's across both the Phases (PPT Deck preparation/SOPs/FAQs/Guidelines/Documentation/Wall of Fame/Certification/ Thank You Note/Degreed maintain etc.)* *(d) Back-up PMO support across both the Phases*

Several elements were considered to drive participation and completion, facilitating the seamless delivery of the program. The details of the delivery elements can be outlined as follows –

Pre-program Teasers:

The beginning of the program was set into context for the learners through teasers, showcasing key highlights of the program. The teasers acted as a gateway for learners to know the curriculum, focus areas, skills, and accreditations they would be involved in through the entire journey. The teasers also highlighted any upcoming events as part of the program that learners should look out for. These communications also included registration and/or self-nomination options for learners to enroll in the program.

Onboarding Communications:

Once the nominations/registrations were final and closed, the learner group would receive a comprehensive email of the details of all the elements of the program. This also gave them a sneak-peak into the kind of subject-matter experts, leaders, industry experts, etc. that they would learn from, thus endorsing and encouraging participation in the program. Key program updates and next steps would be included in onboarding communications.

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Picture 5: Program Welcome Letter Sample

Program Initiation: *The nominated participants were sent a detailed communication consisting of the program catalogue, calendar, and the Degreed Walk-through.*

Orientation and Launch Event:

The orientation and launch event marked the beginning of the learning journey of FFPM – Phase I. All registered learners were invited to listen to key messages from the Academy Board Members. They received a detailed walk-through of the program journey during this interaction. Each module and its elements were carefully explained during this interaction. This also gave learners an understanding of the commitment, effort, and accountability expected to complete/graduate in the program. Learners were also encouraged to ask

questions to the panelists, to gain more clarity and insights into the outcomes and expectations from the program.

Collaboration and Peer-learning:

Through social-learning, learners were given an opportunity at various stages of the journey to interact with each other and share best practices. Some of these interactions were facilitated by leaders, subject-matter experts, etc. to drive a more meaningful and guided discussion on the topic/theme of the connect. Learners were asked to come prepared with learnings completed in a given module, and thus discuss how the learning resonated with them, confused them, created awareness in them, and/or enabled them to show efficiency and improvement in that particular subject area.

Graduation Ceremony:

The graduation ceremony is marked by the successful completion of all the 5 modules with a pass % of 85%. The graduates are invited for a ceremony where they are felicitated by a senior leader. The ceremony also includes testimonials from the graduates around their learning experience. This is followed by a fireside chat with leaders from HSBC and the industry themed around various aspects of learning culture, capability development, experience sharing and more. Learners receive a certificate of completion which marks the closing of the graduation ceremony.

Thus, a robust delivery mechanism was created, pre, during, and post program, to ensure that continuous learning and application were facilitated through FFPM – Phase I. The L&TD Team was active through the entire duration, creating engagement, nudging learners, collaborating with Business Leaders, to ensure 100% completion and adoption of the program.
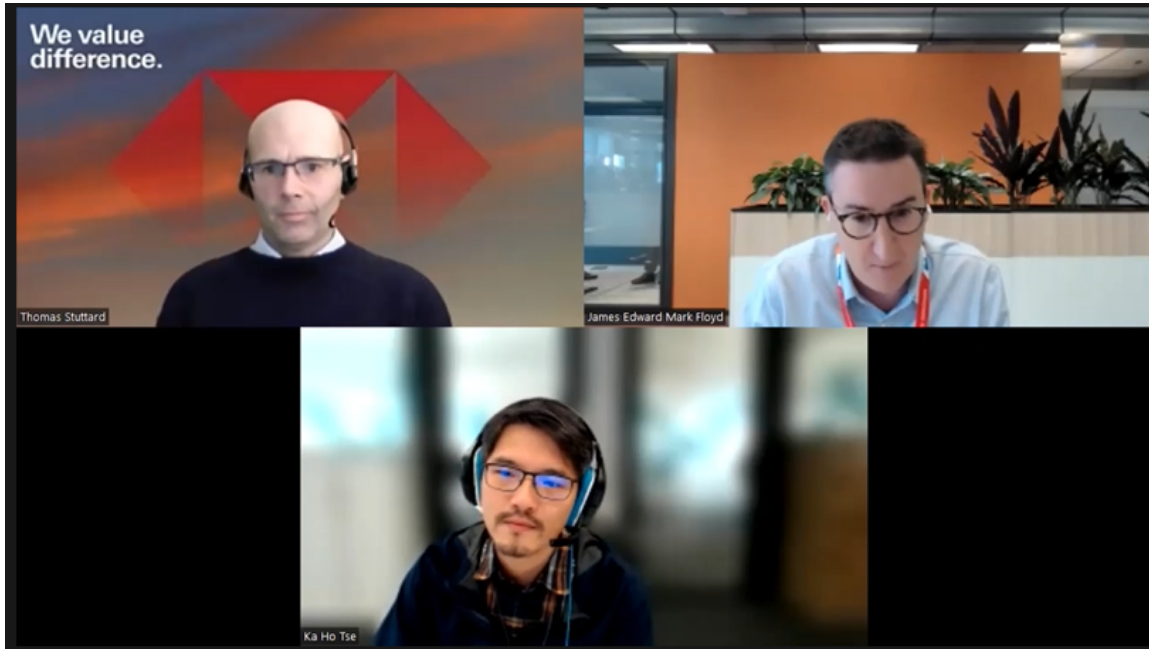
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Picture 6: Commercial Acumen Leader Session

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Picture 7: People Leadership Leader Session
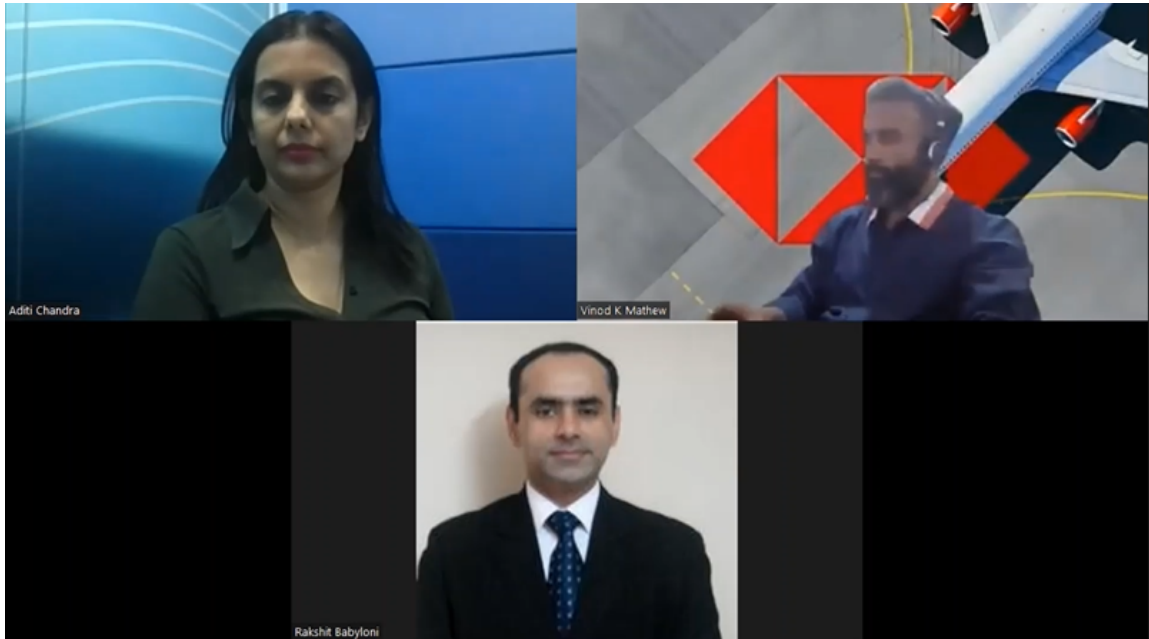
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Picture 8: Operations Acumen Leader Session

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Picture 9: Leadership Insights Fireside Chat

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Picture 10: Program Orientation with L&TD Leader – GSC India

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Picture 11: Graduation and Launch Event

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Picture 12: Leadership Insights

| Month 1&2 – Orientation and Module 1 Operations Acumen 7.25 hrs, Mar-May Professor: Aditi Chandra	W/O 25-Mar	W/O 01-Apr	W/O 08-Apr	W/O 15-Apr	W/O 22-Apr	W/O 29-Apr	W/O 06-May
	Orientation on 27th Mar	-Module 1 Overview -Self-paced learning: 1.Customer Centricity	-Self-paced learning: 2.Workforce Management	-Self-paced learning: 3.Migration Management	-Self-paced learning: 4.Process & Operational Domain Knowledge1 - Standards & Policies -SME Q&A	-Leader Insight	-Assessment -Conversation with line managers
Month 2&3 – Module 2 People Leadership 12.9 hrs, May-Jun Professor: Jenny Peng	W/O 13-May	W/O 20-May	W/O 27-May	W/O 03-Jun	W/O 10-Jun	W/O 17-Jun	W/O 24-Jun
	-Self-paced learning: -Module 2 Overview 1. Instill Trust -Check-in Session	-Self-paced learning: 2. Customer Engagement 3. Drive Results -Leadership Huddle 1: Instill Trust & Customer Engagement	-Self-paced learning: 4. Motivation and Wellbeing Mindset -Leadership Huddle 2: Drive Result & Motivation and Wellbeing Mindset	- Self-paced learning: 5. Hybrid Working for Managers	6. Performance Management -Leadership Huddle 3: Hybrid Working for Managers & Performance Mgmt	- PM Workshop with HR - Peer Learning	-Leader Insight - Assessment - Conversation with line managers
Month 4 – Module 3 Commercial Acumen 11.9 hrs, Jul Professor: Luciano P Romano	W/O 01-Jul	W/O 08-Jul	W/O 15-Jul	W/O 22-Jul			
	-Module 3 Overview -Self-paced learning: 1.Business & Customer Strategy Check-in Session	-Self-paced learning: 2.Market Landscape -SME Q&A -Meet & Learn	-Self-paced learning: 3.Fundamentals in Commercial Performance -SME Q&A -Meet & Learn	-Leader Insight - Assessment - Conversation with line managers			
Month 5 – Module 4 Transformation Acumen 7.5 hrs, Jul-Aug Professor: S R Prasanth	W/O 29-Jul	W/O 05-Jul	W/O 12-Aug	W/O 19-Aug			
	-Module 4 Overview -Self-paced learning: 1.Change Management & Process Check-in Session	-Self-paced learning: Change Management & Process -SME Q&A	-Self-paced learning: 2. Data Skills -SME Q&A	-Leader Insight -Assessment -Conversation with line managers			
Month 6 – Module 5 Risk Acumen 4.8 hrs, Aug-Sep Professor: Guillaume Cotereau	W/O 26-Aug	W/O 02-Sep	W/O 09-Sep	W/O 16-Sep			
	-Module 5 Overview -Self-paced learning: 1.Regulatory Check-in Session	- Self-paced learning: 2.Understanding Risks -SME Q&A	- Self-paced learning: 3.Operational Risk Management -SME Q&A	-Leader Insight -Assessment -Conversation with line managers	**Graduation in Oct'24**		

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Picture 13: Sample Calendar for Learners

Access the Degreed Plan using the link
https://eu.degreed.com/plan/509985?orgsso=hsbc

The link will bring you to the below page
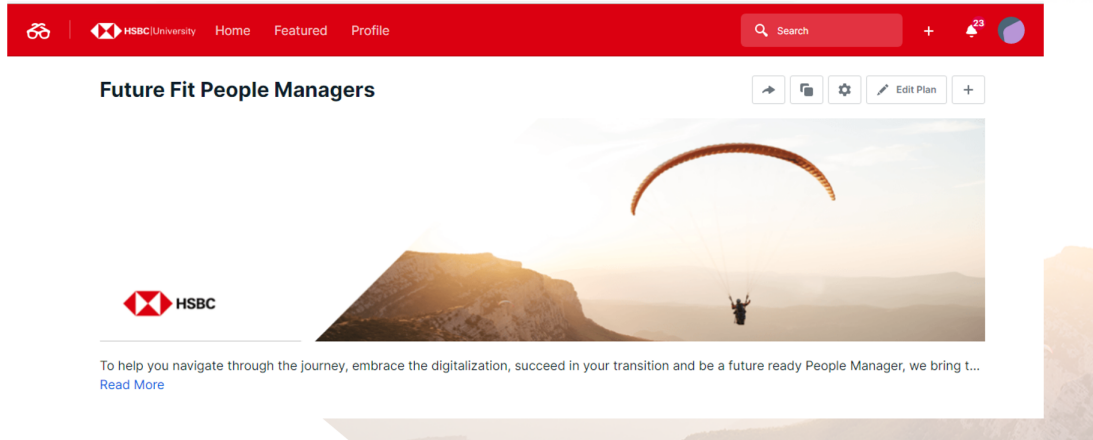
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Picture 14: Hyper-customized Degreed Pathway

Certificates:

Post completion of all the modules and sessions, the participants who are eligible are provided with a certificate of completion acknowledged by the General Manager and Head of Operations, Global Service Centers

Certificate of Graduation

Awarded to

for being successfully accredited in the first comprehensive people manager development program of Future Fit People Managers Program 2024.

Congratulations

Paul Raddon
General Manager and Head of Operations Global Service Centers

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Picture 15: Sample Certificate

Adoption of the Program

Learning Implementation:

The learners who were part of this program were involved in their regular work and the challenge was allocating dedicated time for learning. Regular reminders were sent out to showcase their learning progress. A pathway of MicroTrys was created as alternatives for the in-person sessions in case learners missed to attend those due to business-critical deliverables.

The main challenge was consistency in completion of the FFPM Coursework. This was managed by sharing weekly progress reports with participants with statistics of their progress and the deadlines for learning activities. Regular correspondence with the learners, through a dedicated mailbox for queries, was created that helped learners stay on track with the completion.

Regular engagement sessions called "Drop-in Sessions" with learners to understand impediments they were facing and to offer support in their learning journey were scheduled by the Learning and Talent Development Team. Finally, the team also engaged with Managers of the learners for their support in enabling the learners complete their learning activities.

The Learning and Talent Development Team adopted an agile methodology to build and deploy the program with one pillar at a time, addressing concerns, gathering feedback and making improvements along the way. It started with Operations Acumen and further enhancements were made to the content and learner experience for the subsequent pillars.
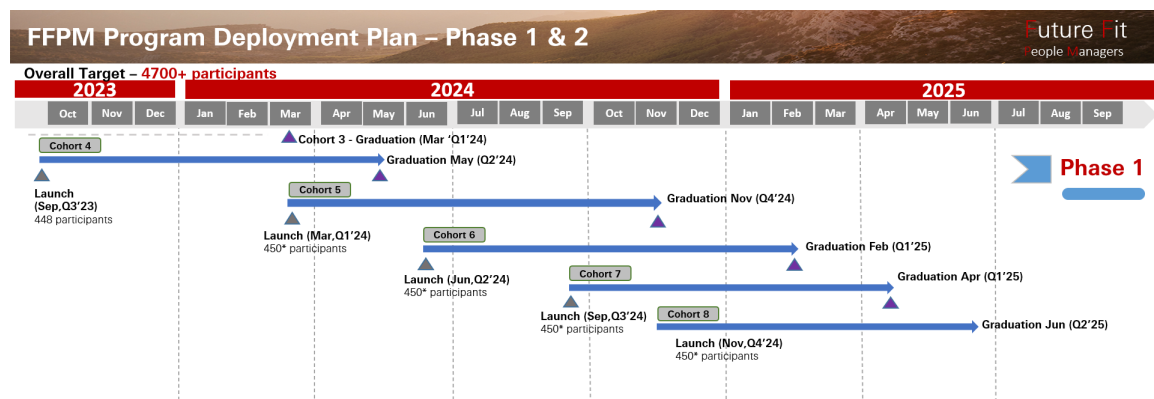
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Picture 16: Program Deployment Plan

Progress and Updates' Communications:

Regular communications were shared with Leaders and Line Managers to highlight the progress of the learning journey. This also was shared with the learners to keep them updated on what would be the current expectation (completions) and what

would be next on their learning plan. These updates were shared bi-weekly, to keep the participating groups aware of any challenges/gaps in the progression of the learning as planned.

Leadership Endorsement Communications:

The L&TD team constantly collaborated with all the Academy Board Members, Sponsors, and Business Leaders to keep them updated on the effectiveness of the program. A lot of advocacy for the program was built through messaging from the leaders, endorsing how the program would support learners in their professional and individual growth. These messages also integrated the organization's purpose and values, and showcased how learners were making an impact in the organization and businesses, by taking a step towards building their capabilities.

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Picture 17: Academy Board Members

Mid-point Checks:

The L&TD team realized the importance of constant communication, and in doing so connected at frequent intervals with the learners. These connects were designed to discuss how the learners felt about the program, what lessons were they taking back and applying in their roles, and what challenges were they facing in completions/application of the learning. As learners were also managing their day-to-day responsibilities, these connects provided them an opportunity to build

more accountability, and were encouraged to complete and implement their learning to acquire accreditations and graduate from the learning journey.

Completion Drive (Reminders):

Weekly dashboards and reminders are sent to all learners copying their line managers to ensure maximum completion and coverage. In addition, weekly drop-in calls are conducted to assist learners with any queries and address any challenges.

Line Manager Engagement: Line Managers are integral to the learning journey of every participant. They are actively involved right from the nomination stage to graduation. The learning journey has embedded line manager connects to take stock of the learner's progress, address any concerns and provide guidance to make the most of the topics being learnt, offering them real time insights from a business lens. The line managers also play a key role in by enabling the learners to partake in the journey while managing their business priorities.

Communication Plan:

Frequency	Purpose	Audience
Weekly	Progress report – PM sends detailed email along with the Degreed and assessment report.	Site SPOCs, LEX leads.
	Follow-up emails to complete core skills and pass the assessments.	Behind Schedule and Not Started participants and their LMs.
Monthly	Dashboard with overall and YTD status.	LEX leads and Leadership team
As Required	Cohort Launch invites	Nominated participants and their LMs, LEX leads and guest leaders.
	Meet & Learn invites	Active participants, SMEs, LEX leads
	Leader Insight Sessions invites	Active participants and their LMs, leaders, LEX leads and guest leaders.
	Cohort Graduation invites	Nominated participants and their LMs, LEX leads and guest leaders.
	Drop-in sessions to understand challenges and issues.	Behind Schedule and Not Started participants.

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Picture 18: Program Communication Plan

PM – Project Manager

SPOCs – Single Point of Contact

LEX – Learner Experience and Engagement

SMEs – Subject-matter Experts

YTD – Year-to-date

Measurable Benefits

The success of the FFPM program can be outlines as follows:

- *231 learners from the cohort graduated and were certified as Future Fit People Managers achieved 90% graduation rate*

- *33 core skills were completed by the learners*

- *95% participants recognized the content design was appropriate for their needs and feel more confident in performing their roles*

- *98% learners shared that they would recommend the program to their peers*

- *50 Leaders and Subject-matter Experts (SMEs) were added to a faculty pool created in the HSBC Global Service Centers, and they delivered 52, highly-interactive, sessions*

Program Deployment Success Measures: Overall 36% coverage

- *Overall Graduation Rate – 90%*

- *Total Learning Hours – 8778 hours*

- *Total Unique Learners –231*

- *Total Completion Rate – 90%*

- *Learner Experience – 94% Net Promoter Score*

- *95% Learners recognized the content design was appropriate for their needs and feel more confident in performing their roles.*

- *98% Learners will recommend this program for peers in this role.*

Business Impact Success Measure:

- *Retention Rate – 93% Retention for 2023 cohorts*

- *Career Progression Rate – 16% of leaners progressed to the next level in their careers*

Testimonials:

"Participating in the program significantly enhanced my people management skills, improving team cohesion, communication, conflict resolution, and leadership. It

was an invaluable experience that made me more confident and prepared to face work challenges."

"FFPM is an amazing course, it is a refreshment for me how to "being a PM". Especially learn a lot of innovation, a PM, should know and lead the team to accept, to adapt, to aware to changes!"

"The key conclusions of my learning through the FFPM course, first I would mention the perception regarding the values and objectives of the bank, secondly, I would say that personnel management is complex as well as important for the correct development of any area, the management of A role of authority must be developed within communication, trust and a lot of respect."

"FFPM is one of the most systematic trainings I had ever taken. It provided hand-on and updated knowledge about what a manager or leader should prepare. I do like its flexibility in learning and the sharing sessions that senior managers shared their experience, quite inspiring. "

Overall

The FFPM program achieved its targets and created a huge impact that led to the launch of a new cohort. It is imperative to understand the growing needs and requirements of the learners as well as the business to maintain a synergy of learning. The ability to adopt agile methodologies opened up opportunities to develop and improve through constant feedback from the stakeholders, leaders and learners. The constant evolution of the program enabled the Learning and Talent Development team to incorporate techniques that support and promote learning.

Partnership with business provided input in the design and development of learning solutions that created value for the learners. This collaboration with the Learning and Talent Development team helped acting as performance advisors to the business.

The FFPM Program has been lauded by most of the learners for its coverage of different domains which are Operations Acumen, People Leadership, Commercial Acumen, Transformation Acumen & Risk Acumen. This range of subjects makes the program unique and gives a definite edge from programs which focus on only one or two domains. We have received feedback that new content could be added to the existing curriculum and therefore, the current content is being reviewed to ensure that it is relevant for the present times.

Best Practices to be incorporated:

- *Scheduled periodical engagement sessions (Drop-in Sessions) with learners to support in their learning journey*
- *Promptly suggesting learners work-arounds and managing the technical and non-technical issues*
- *Recognizing site-wise top performing learners to encourage and keep the momentum by sharing "Wall of Fame" for each module and graduation*
- *Timely circulation of FAQs for technical and non-technical queries*
- *Analyzing and sharing detailed weekly reports with site SPOCs and Learner Experience and Engagement leads*
- *Sending timely follow-ups to the learners for completion and graduating the modules*
- *Timely support and reminders for learners behind schedule*
- *Conducting weekly connects with site SPOCs and Learner Experience and Engagement leads*

Way Forward:

The program will continue to support learners, bringing in business prerogatives into learning, and enabling them take on more challenging roles, and building high-performing teams. The L&TD team has planned 3 cohorts for Phase-I, to ensure coverage of the remaining learners, to complete the program by June, 2025. Some key metrics the program team aspires to accomplish are –

- *Certify 3000+ People Managers in 2024*
- *Award badges and accreditations to professionals to support them build a stronger profile*
- *Showcase the tangible and success impact measure to varied business units to replicate the program in other regions*

About Brandon Hall Group™

With more than 10,000 clients globally and more than 30 years of delivering world-class research and advisory services, Brandon Hall Group™ is focused on developing research that drives performance in emerging and large organizations, and provides strategic insights for executives and practitioners responsible for growth and business results.

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Self-paced certification programs. Virtual group sessions for companies. In-person conferences and summits.

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