



Brandon Hall Group™

**EXCELLENCE AWARDS™ 2024**

CASE STUDY

# Retail Excellence Unleashed: How Landmark Group's Big Box Game Powers Strategic LD

Landmark Group

Best Development Program for Frontline Leaders

November 2024



## Company Background



Company-at-a-Glance	
<b>Headquarters</b>	Dubai, United Arab Emirates
<b>Year Founded</b>	1973
<b>Revenue</b>	N/A
<b>Employees</b>	48,000
<b>Global Scale (Regions that you operate in or provide services to)</b>	Over the years, Landmark Group has evolved into a comprehensive retail and hospitality entity, with over 2200 retail stores, leisure, and hospitality outlets, panning the GCC, Middle East, India, Southeast Asia, and Africa. Today, Landmark Group is one of GCC's largest omnichannel retailers and India's top home and fashion retailer.
<b>Customers/Output, etc. (Key customers and services offered)</b>	Landmark Group takes immense pride in the organic growth of the retail brands, which have blossomed into household names. From Max, Splash, Babyshop, Centrepont, Shoemart, Home Centre, Emax, Fitness First, to Fun City, to name a few, the brands span across



	a multitude of categories, enriching the lives of countless families over the past decade.
<b>Industry</b>	Retail
<b>Stock Symbol</b>	N/A
<b>Website</b>	<a href="https://www.landmarkgroup.com/om/en/about-us">https://www.landmarkgroup.com/om/en/about-us</a>

### Budget and Timeframe

Budget and Timeframe	
<b>Overall budget</b>	28,000 USD 1 YR
<b>Number of (HR, Learning, Talent) employees involved with the implementation?</b>	15 Employees Learning and Development Manager from the corporate team in the region, 2 Learning and Development Managers from the brands, 3 HR Business Partners, 9 Business Leaders as mentors and facilitators
<b>Number of Operations or Subject Matter Expert employees involved with the implementation</b>	19 Subject Matter Expert Employees Organization’s CHRO, HR Head, Head of Learning and Development based out of Dubai, 2 team members from the Centre of Excellence Team. Country Head, HR Head, 9 Business Leaders as line managers, 3 Area Managers.
<b>Number of contractors involved with implementation</b>	N/A
<b>Timeframe to implement</b>	12 Months (Including the Assessment and Certification)
<b>Start date of the program</b>	February 2023



## Fit to the Needs

This section begins with a brief overview of the organization, followed by an analysis of the market conditions and manpower. Then we reflect on what led to the need for a frontline development program.

Terminologies used in this document

Highlighting key terminologies that would be used throughout this document in the context of Landmark Group

Terminologies

**Concept** : Reference to brands like Babyshop, Splash, Homecentre, etc.

**Business Leader** : The head of a particular brand like Babyshop, Splash, Lifestyle, etc

**Territory Head** : The Business Leaders report directly to the territory head

**Localization** : Called Nationalization in the Middle East

**Nationals** : Citizens of that country / Local workforce

**Expatriates** : Anyone who is not a citizen of that country, could also include an

Arab national from a different country within the middle east.

**GCC** : Gulf Cooperation Council – Cooperation council for the Arab

states in the gulf.

Learners/Participants : Frontline Leaders

### ABOUT LANDMARK GROUP

#### AN ORGANISATION INSPIRED BY DREAMS & LED BY PURPOSE.

The organization started in 1973 with a single store in Bahrain and has grown into a global retail and hospitality group. It has created over 25 value-led, own-built brands across retail, hospitality, food, and leisure. Now based in the UAE, the group operates more than 2200 retail stores and leisure outlets across the GCC, Middle East, India, Southeast Asia, and Africa. Landmark Group has become one of the GCC's largest omnichannel retailers and India's top home and fashion retailer. Its brands, including Max, Splash, Babyshop, Centrepoint, Shoemart, Home Centre, Emax, Fitness First, and Fun City, have become household names, enriching countless families' lives over the past decade.

Landmark Group has over 48,000 employees from 97+ nationalities, including 15,000+ Gen Z employees, placing people at the heart of the organization. As an equal opportunities employer, the focus is on hiring top talent globally and








empowering them to make impactful business decisions. The overarching purpose is "creating exceptional value for all the lives we touch." Guided by the values represented by the acronym iLEAD (Integrity, Listen, Empower, Adapt, and Deliver), these principles form the strong foundation of the company.

OUR PURPOSE & VALUES

**CREATING EXCEPTIONAL VALUE FOR ALL THE LIVES WE TOUCH**

At Landmark Group we promise to L.E.A.D. with integrity in everything we do.

 <b>INTEGRITY</b> We lead with integrity	 <b>LISTEN</b> We listen to understand	 <b>EMPOWER</b> We empower to succeed	 <b>ADAPT</b> We constantly adapt to stay ahead	 <b>DELIVER</b> We deliver our best always
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## ABOUT RETAIL IN THE GCC

Retail Business Context in the GCC: The Cooperation Council for the Arab States of the Gulf is a regional, intergovernmental, political, and economic union comprising Bahrain, Kuwait, Oman, Qatar, Saudi Arabia, and the United Arab Emirates, is also known as the Gulf Cooperation Council (GCC). Retailing in the GCC have shifted significantly and are undergoing transformation at an exceptional pace. These regions have emerged as a destination for global investors, and retail is one of the few industries to become a key indicator of the GCC nations' economic diversification strategy. After a couple of years of uncertainty, there has been an upward trajectory in retail sales as consumers have started visiting malls and shopping at stores again.

Digital technology-enabled E-commerce has brought changes in consumers' buying behavior and is one of the biggest challenges faced by all retailers globally. Increased competition, rising costs, declining margins, and a decline in consumers' disposable income have forced retailers to review their business models and adapt to the new reality. Social media like Instagram became a popular shopping tool in GCC. Localization is termed <sup>1</sup>Nationalization in the GCC, and the citizens of that specific country are called nationals; otherwise, they are termed Arab Nationals, whereas the other nationalities are referred to as expatriates.

- Nationalization goes way back a couple of decades. Over time, the GCC became dependent on low-cost labor, as well as Western expatriate labor. In most GCC countries, over 60% of the labor force is foreign.



- The GCC governments have recognized that the country's long-term development needs cannot be seconded indefinitely to the expat workforce and must be placed in the hands of a national workforce.
- This <sup>2</sup>nationalization process is known as Bahrainization in Bahrain, Kuwaitization in Kuwait, Omanization in Oman, Qatarization in Qatar, Saudization in Saudi Arabia, and Emiratization in the United Arab Emirates.
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- This nationalization process is known as Bahrainization in Bahrain, Kuwaitization in Kuwait, Omanization in Oman, Qatarization in Qatar, Saudization in Saudi Arabia, and Emiratization in the United Arab Emirates.

<sup>3</sup>The need for nationalization of labor markets, fluctuations in oil prices, and the impact of the COVID-19 pandemic have collectively prompted the GCC states to limit the participation of expatriates. This has been achieved through a series of decrees aimed at nationalizing an increasing number of jobs in countries such as Kuwait, Oman, and Saudi Arabia. Additionally, some states have implemented employment quotas for nationals and imposed fines for non-compliance, as seen in Saudi Arabia, the UAE, and Bahrain.

#### <sup>4</sup>Focusing on Oman

In Oman, foreigners make up 42% of the population. The GCC countries, influenced by the need for national employment, oil price fluctuations, and the impact of the COVID-19 pandemic, have adopted varying policies on expatriate residency. Some countries, like Kuwait, Oman, and Saudi Arabia, have issued decrees to nationalize more jobs, while others, such as Saudi Arabia, the UAE, and Bahrain, have imposed quotas and fines to ensure national employment in the private sector. Conversely, the UAE, Qatar, Bahrain, and to some extent Oman, view extended expatriate residence as a means to boost foreign direct investment, research and development, and entrepreneurship.

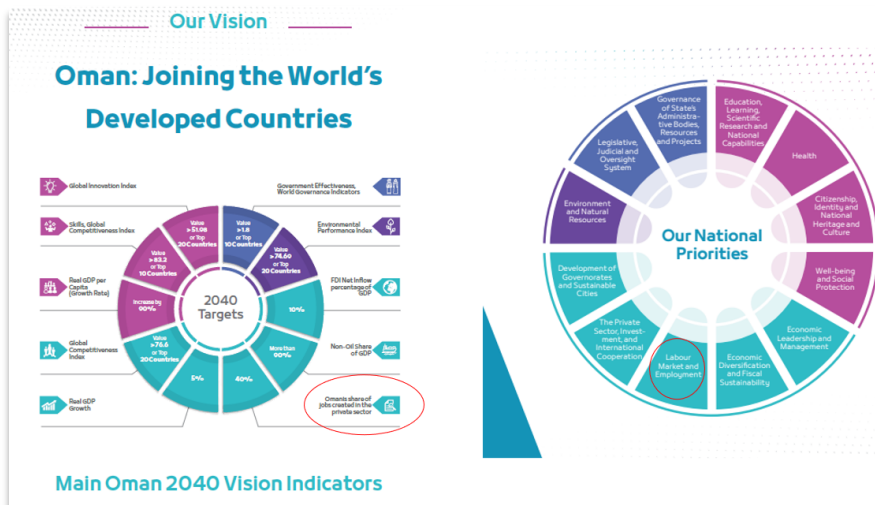
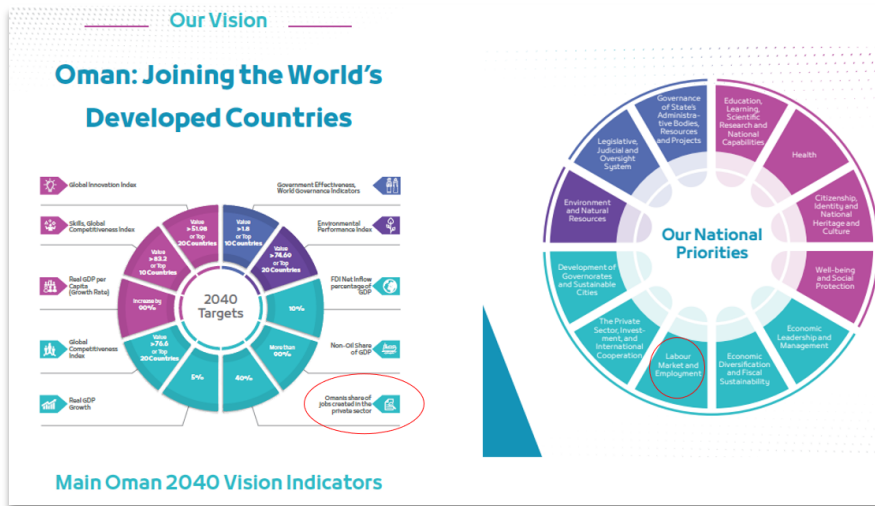
#### <sup>5</sup>Market challenges in Oman

Highlighted by the International Trade Administration on the Oman Market overview, it clearly details out the challenges faced by foreign firms to succeed in Oman.



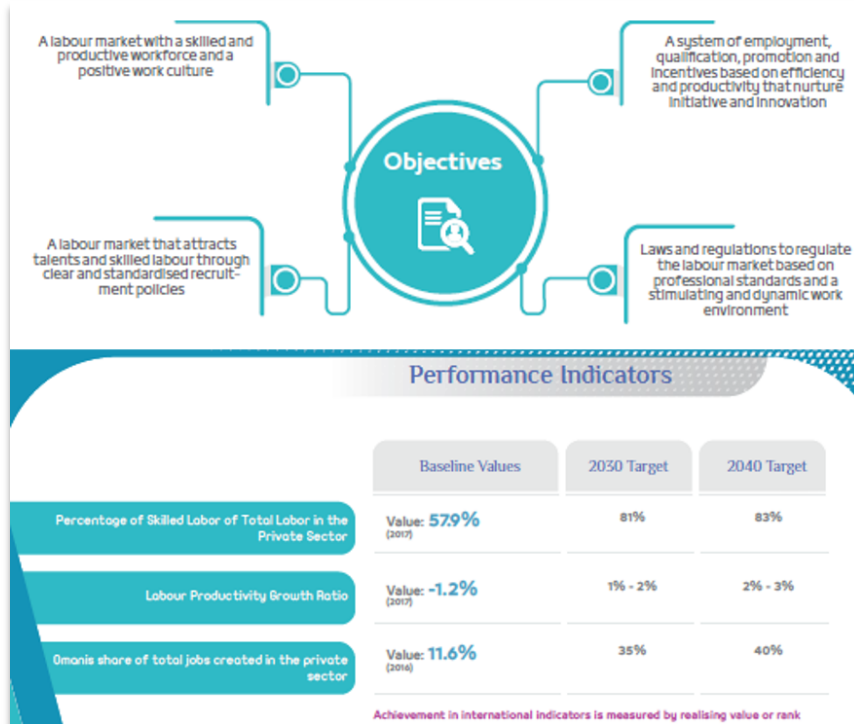
They talk about the obstacles in Oman include obtaining Ministry of Labor clearances for visas and permits for foreign workers, with work visas for expatriate women being restricted in most business sectors. U.S. firms have reported lengthy business registration processes for specialized consultancies. The blurred divide between the government and private sector has led to complaints of unfair competition. The "Omanization" process, which sets employment quotas for Omani nationals on a sectoral basis, is a particular concern for many international firms. Both Omani and international companies have noted that these quotas are difficult to meet and inconsistently applied.

6Oman's 2040 vision



Source: Vision\_Documents\_En.pdf (mof.gov.om)

The strategic direction taken, is a dynamic labour market that attracts talent and keeps up with the demographic, economic, knowledge and technological changes. A snapshot of the objectives and the performance indicators are shared.



Source: Vision\_Documents\_En.pdf (mof.gov.om) (Pg.32-33)

Keeping the country’s 2040 vision in perspective and the organization’s vision on building high potential talent, it’s important for the organization to develop national talent internally and build the skills and capabilities of the store managers who are placed in the top stores.

<sup>7</sup>Oman Country Report 2024

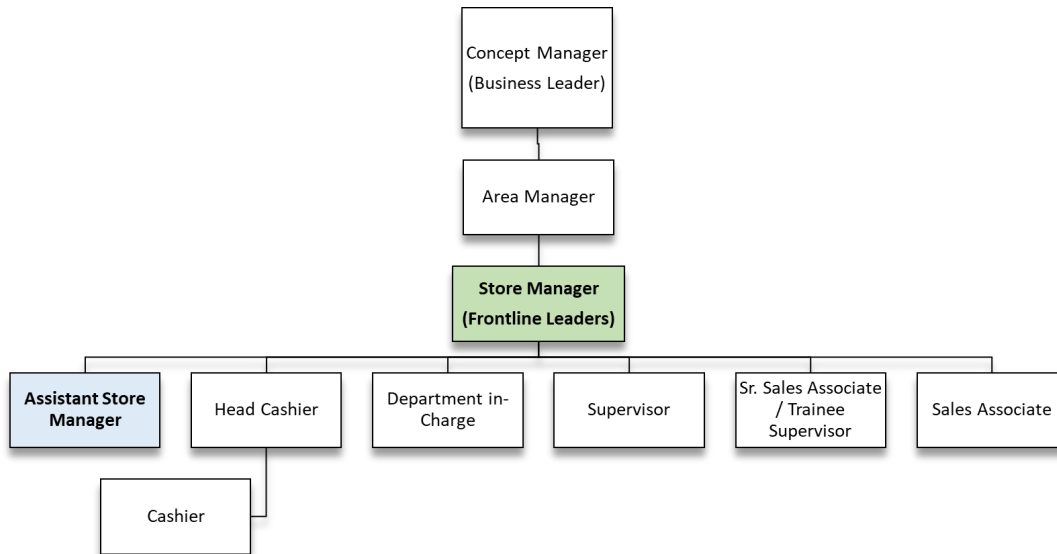
Oman continues to enforce rules on expatriate labor, including the kafala sponsorship system and policies promoting "Omanization" to reduce reliance on foreign workers. To improve the business climate, the sultan reduced fees for issuing and renewing non-Omani manpower licenses starting in July 2022. Companies meeting Omanization targets receive an additional 30% discount. This contradicts earlier plans to increase fees for hiring senior and specialized positions to discourage foreign employment. In July, a ban on non-Omanis working in 207 job categories was implemented. Despite a significant drop in foreign workers in 2020, their numbers rebounded in 2021 and 2022, surpassing pre-pandemic levels, with 1.73 million in January 2023 compared to 1.44 million in November 2020. This inconsistency underscores the conflict between politics and business in Oman, with many Omanis viewing politically connected business owners, who benefit from affordable skilled foreign labor, as obstructing genuine Omanization efforts.



### The Business Conditions for Landmark Group, Oman

The reforms on nationalization that were to come, led to preemptive measures taken to ensure that there is a nationalized workforce within the premises of a retail outlet and the nationalization strategy of the country was adhered to, without impacting the business. Also, to ensure that the top stores were not impacted. Let's look at how a top store is being identified and a brief snapshot of the hierarchy that is focused on in the organization.

The top stores are identified based on the sales performance, size, and productivity of the store. Highlighted are the top stores, wherein the store managers are identified and placed on the program. Henceforth, the top performing stores are referred to as Big Box stores and the store managers are referred to as frontline leaders of the Big Box Stores.



*In Scope for the Program : Roles highlighted in Green, roles highlighted in blue who are Hi-Potential talent  
 Out of Scope for the Program : Highlighted in white*

### Sample reporting structure in a store.

In a retail outlet at Landmark Group, the hierarchy followed is the Sales Associate, Sr. Sales Associate, Trainee Supervisor, Supervisor, Department In-Charge, Head Cashier, and the Assistant Store Manager reports directly to the Store Manager (Frontline Leader). The Cashiers report directly to the Head Cashier. The Frontline Leader reports to the Area Manager and the Area Manager reports to the Concept Manager (Business Leader).

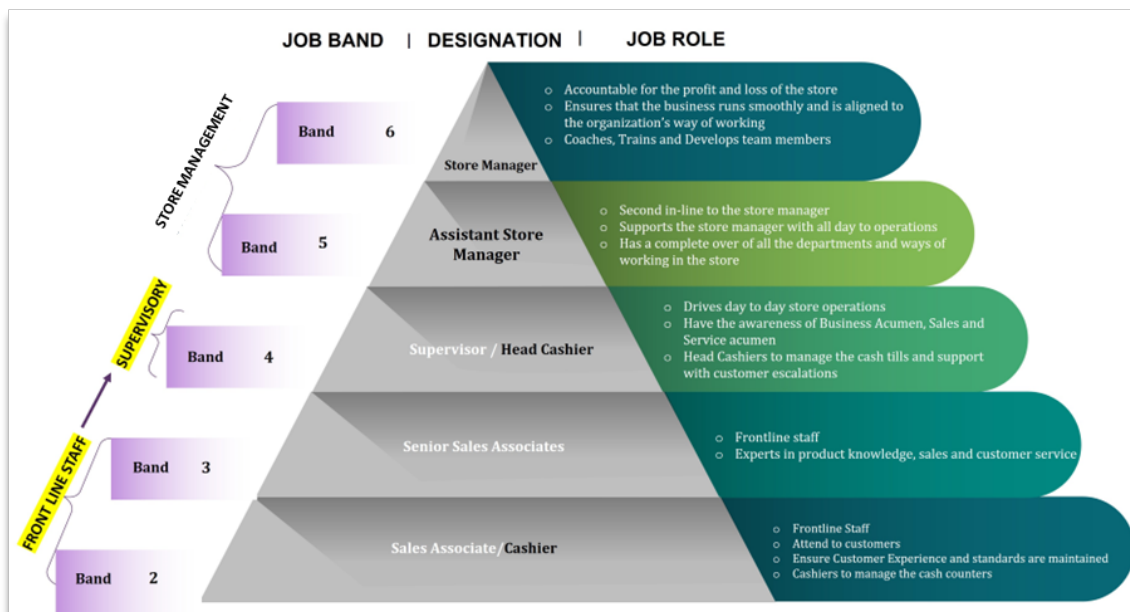
### Job roles in Landmark Group

The Job role levels starts at frontline employees to the country head. However, for the purpose of the nationalization let's look at just the job roles that are impacted. The job roles that are listed are by...





- a) Job Band : What job band a particular designation stands at in Landmark Group
- b) Designation : What designation that particular job band means
- c) Job Role : What's the role or responsibility of that designation and job band



The framework doesn't include the leadership team, as this complete document focuses on the Frontline store leadership development. Job roles that are considered as critical positions that were defined by the organization are HEAD CASHIER | SUPERVISOR | STORE MANAGER (Frontline Leader)

### Defining the Critical Job Roles

To understand the reason why these job roles are critical, let's take a step back to look at the talent acquisition element.

To adhere to the nationalization norms and meet the desired target, it was important to hire national workforce to fill in those gaps. It was easy to hire national talent for junior roles like sales associates, cashiers, or senior sales associates. However, there were challenges faced while hiring national talent for Supervisory, Head Cashier and Store Manager Roles. Some of the challenges that were faced are listed.

- The expected wages demanded for that role was higher in comparison to what was being offered for an experienced candidate.
- Good and experienced national talent was difficult to be sourced.
- Attrition was higher, if a good talent was hired, they would resign within 6 months of joining the organization.



- During the interviews, some nationals clearly voice out their expectations with regards to their unwillingness to work in shifts as they are long hours, or work on weekends or work on festive holidays as these are peak trading days for the retail business.
- A government job offered better working conditions like 6hrs of work, weekend off and a holiday during festivals which was exactly what most of the talent being hired was looking for.

Hence, these positions, the Head Cashier, Supervisor and Store Manager roles became critical and had to be developed internally.

#### The Expatriate workforce

While the entire focus has been on nationalization, the organization had to also ring-fence high-potential expatriate workforce and had to keep them engaged or Fast track talent. Landmark Group having its presence in other parts of the middle east like Qatar, Kuwait or UAE were leveraged to absorb the high-potential expatriate workforce when the need arises. In the meantime, the business continues to operate with both nationals and expat workforce by ensuring that the country's desired nationalization percentage is adhered to. It is crucial that the existing expat or national talent managing the top stores needed to have the right skills and placed in the rights stores, to ensure this need was meet, the organization had to find a way to protect the business of the top stores and ensue that the top stores had trained and certified Store Mangers.

#### The Business need for Landmark Group, Oman

The organization's overall vision centers on key HR priorities: developing leaders and enhancing succession bench strength, hiring critical talent and expanding business across geographies, retaining talent and building employee experience, ensuring a competitive reward and optimal organizational design strategy, and promoting career growth aligned with talent mobility within the organization.

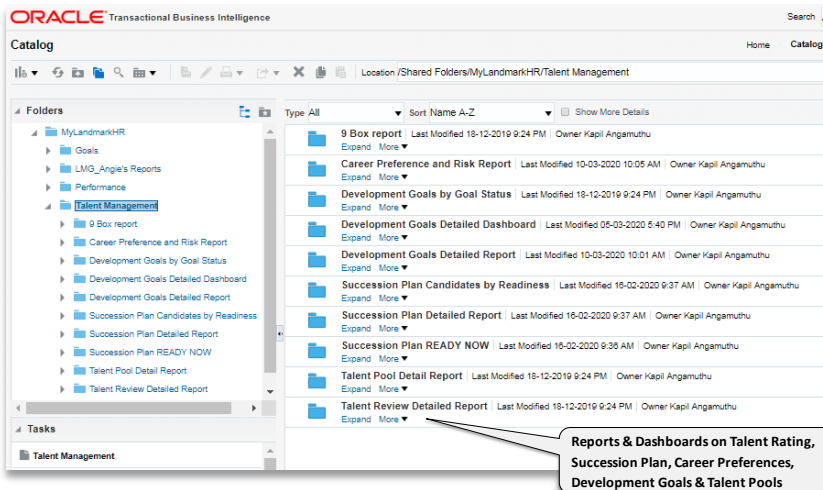
To address this, a development program was curated to meet specific needs, considering the business impact in the region (Oman). The Big Box Game program was designed to safeguard and to strengthen frontline leaders managing the top stores (Big Box Stores). This capability-building initiative targets both current frontline leaders and high-potential or future-ready leaders.

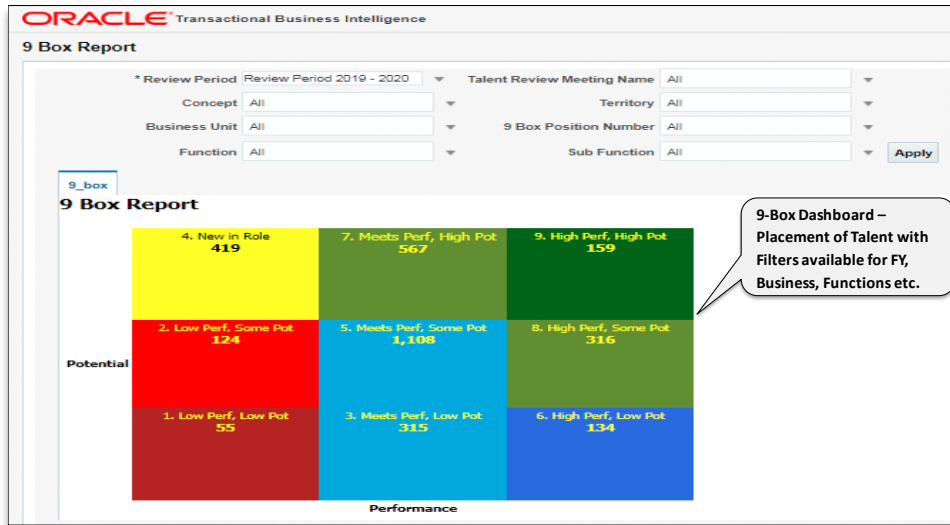


Identifying high-potential talent at an organization level.

The talent management system and the performance management system are the two platforms that are used to identify the high-potential talent at an organization level.

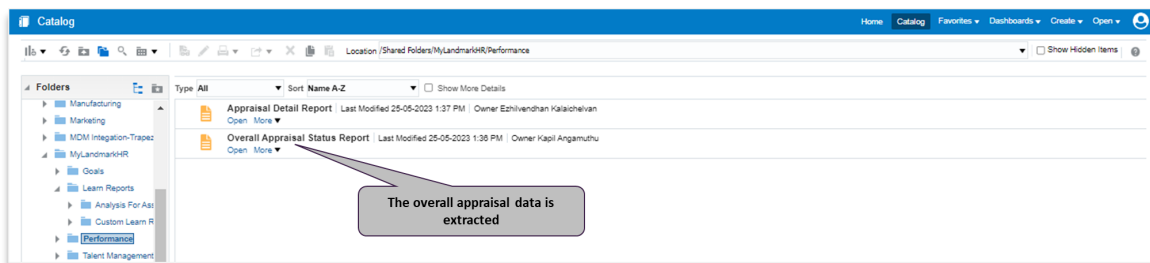
The talent management system is aligned to the <sup>8</sup>McKinsey’s 9-Box talent assessment which was initially used to compare various business unit which later became an HR tool to assess the performance and potential of an employee. This system of identifying high potential is used throughout the organization every year through a talent review process for the Store Management and Leadership Teams in the organization. Employees who fall into the category of Box 7, 8 or 9 are considered as the high potential employees. Employees who fall into the category of Box 3,5 or 6 are considered as employees who have low or some potential and meets performance to some degree. Employees who fall into the category of Box 4 are considered as new joiners and lastly employees who fall into the category of Box 1 and 2 are considered as low potential who would be placed on a developmental plan.





Apart from the talent review data, the performance management system provided the data to identify high potential talent for all job roles, from leadership to frontline employees through the annual appraisal cycle. The annual appraisal rating was on a 5-point rating scale.

<b>Exceptional (5):</b>	<b>120% + Target Achievement</b> Significantly exceeded the target level of performance
<b>Exceeds Target (4):</b>	<b>105% - 120% Target Achievement</b> Exceeded the target level of performance
<b>On Target (3):</b>	<b>95% - 105% Target Achievement</b> Achieved the target level of performance
<b>Below Target (2):</b>	<b>Missed target</b> level of performance and the need for improvement is clearly recognized
<b>Does Not Meet Expectations (1):</b>	<b>Considerably below</b> target level of performance



Frontline leaders who were rated “Exceeds target” or “Exceptional” were considered as High Potential talent from the performance tool. Hence, for the frontline leaders, the talent review data and the annual performance rating was used to identify high potential talent who could take advantage of being part of the Big Box Game program.

The frontline leadership program was specifically created to address the needs of businesses by enhancing the skills of frontline leaders who manage the top-tier



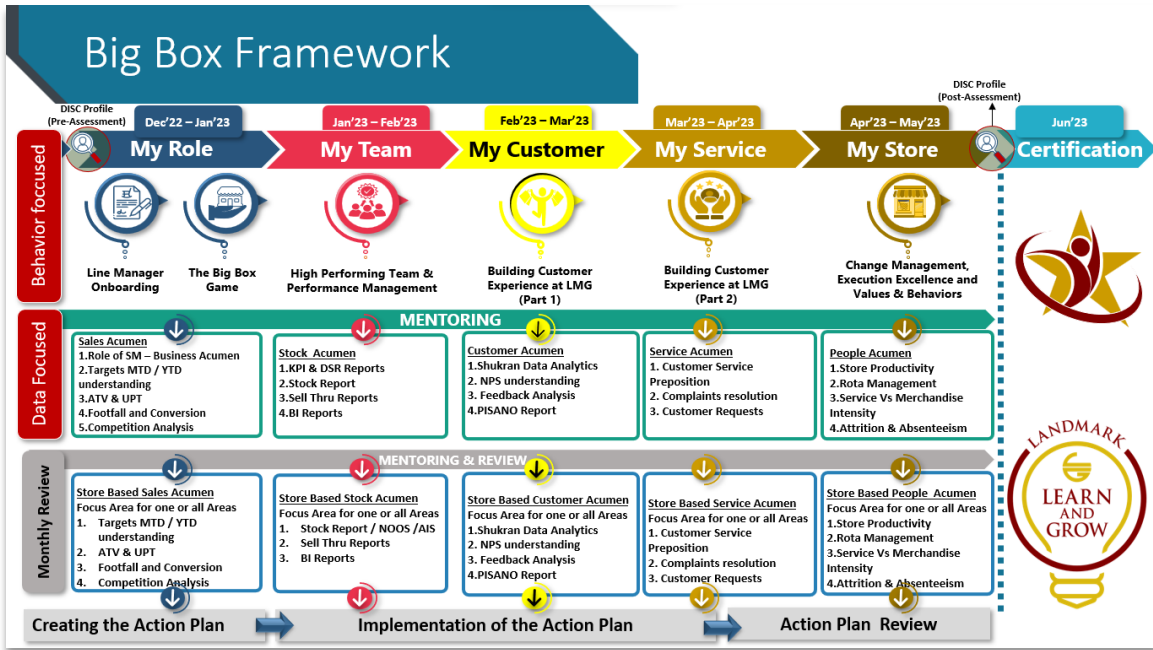
stores, also known as Big Box Stores. These stores are identified based on criteria such as size, sales revenue, and productivity and the frontline leaders managing these stores are placed on the program.

Overview of Store Locations Housing Landmark Group Brands.

Mall	Area in SFT	Sales Data as of May'24 in Omani Riyals (OMR)	Sales Productivity in United Arab Emirates Dirham (AED)
Muscat City Centre	170,027	17,075,326	4.35
Mall Of Oman	129,986	10,011,501	3.66
Oasis - Al Khuwair	144,033	9,095,642	3.27
Oasis - Sohar	114,417	5,124,830	2.73
Mall of Muscat	65,126	3,760,281	3.07
Nizwa Grand Mall	101,783	3,577,920	2.45
Oasis - Salalah	105,652	3,543,522	2.41
Salalah Grand Mall	70,930	3,339,587	2.77
Barka Grand Mall	66,948	3,093,074	2.70
Ruwi Mall	48,312	2,365,025	2.79
Sur My City Centre	47,973	1,618,041	2.40
Al Meera Azaiiba	41,008	1,555,321	2.58
Oman Avenues Mall	22,475	1,238,978	3.12
Ibri Mall	24,997	1,193,227	2.64
Sohar City Centre	13,910	847,770	3.03
Seeb TSC	10,619	507,229	2.34
<b>Grand Total</b>	<b>1,178,197</b>	<b>67,947,275</b>	<b>2.89</b>

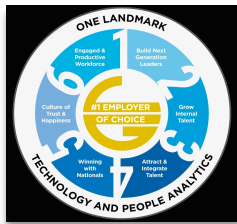
Based on the data, the organization has identified the top three locations that have the potential to significantly impact the business trajectory through the training and upskilling of frontline leaders with real-time and targeted learning objectives. Each of these malls houses Landmark Group brands such as Babyshop, Splash, Lifestyle, Shoemart, Centrepoint, Max, E-Max, Shoexpress, and Homecentre. For each brand, a frontline leader is responsible for managing sales, personnel, and daily performance.

A brief overview of the program framework outlines the various workshops that the frontline leaders had to go through in order to be certified as the Big Box Store – Frontline leader.



The next section of this document provides a detailed description of the Big Box Game program, covering its design and delivery. The primary objective was to ensure the right talent was placed in the right stores with the appropriate skills. The program's success was driven by the involvement of critical stakeholders and line managers, who engaged with learners throughout the learning journey. Let's take a step back to understand how this program aligns with the organization's overall needs.

Overview of Landmark Group's Talent Priority and Organization's objectives



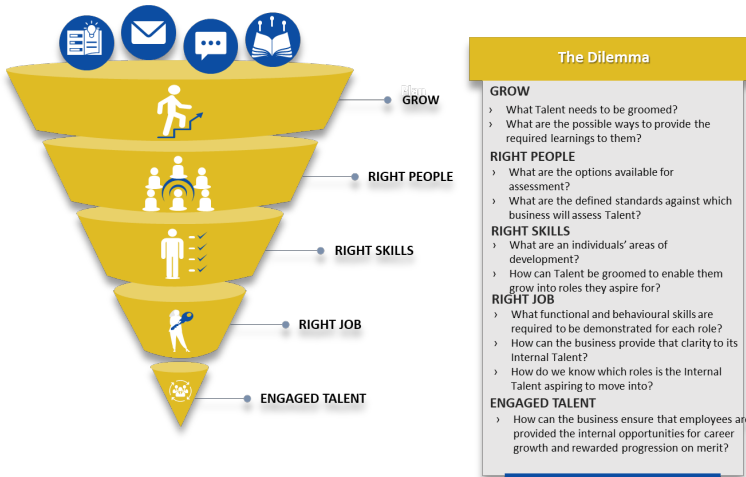
The Board Ownership by the Group Director – Ms. Nisha Jagtiani, along with the Group Head of Talent Management, Leadership Development & L&D was established through continuous Talent strategy meetings. The process started with interviews with CXOs, focused group with leaders and eventually Talent strategy workshop with 50+ senior leaders of each brand to build awareness, a common understanding of the business & people challenges and co-create of what the future should be like.



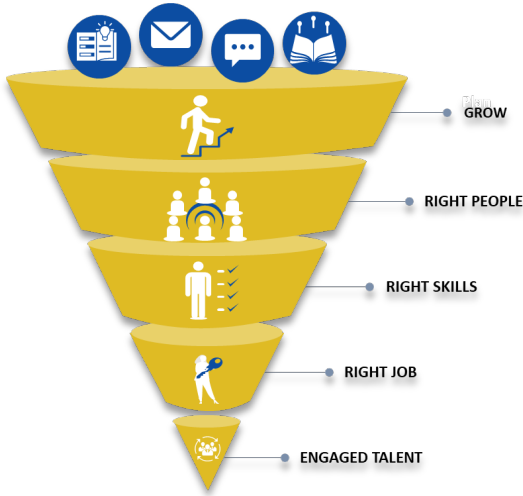
CO –CREATING TALENT PRIORITY			
Diagnostics & Planning	Facilitating the Workshop		
Inputs	Day 1: Awareness	Day 2: Action Planning	Day 3: Prioritization
<ul style="list-style-type: none"> <li>Interviews with CXOs</li> </ul>	<ul style="list-style-type: none"> <li>Current Trends &amp; Challenges</li> </ul>	<ol style="list-style-type: none"> <li>Define critical Talent requirements by-               <ul style="list-style-type: none"> <li>Talent segments</li> <li>Talent Skills</li> <li>Manpower Planning</li> <li>Talent Programs</li> </ul> </li> <li>Define the Job requirements</li> <li>Define Metrics to measure</li> <li>Define desired EVP</li> </ol>	<ul style="list-style-type: none"> <li>Design the roadmap</li> </ul>
<ul style="list-style-type: none"> <li>Focus Groups with select Leaders</li> </ul>	<ul style="list-style-type: none"> <li>External Best Practices</li> </ul>		<ul style="list-style-type: none"> <li>Finalize the phase wise outcomes -12 months/24months</li> </ul>
<ul style="list-style-type: none"> <li>Review Talent data – Movements, Skill inventory, Succession etc.</li> </ul>	<ul style="list-style-type: none"> <li>Breakout on Business &amp; Talent challenges</li> </ul>		<ul style="list-style-type: none"> <li>Agree on Budgets &amp; Timelines</li> </ul>
<ul style="list-style-type: none"> <li>Conduct attrition &amp; engagement analysis</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from Findings of Diagnostics Phase</li> </ul>		<ul style="list-style-type: none"> <li>Agree on Governance &amp; RASCI matrix.</li> </ul>

The workshop built a consensus in the Group that the People vision can be achieved when the Group ensures to “Grow the Right People with the Right Skills in the Right Job, Engaged to Deliver”. - This was agreed upon as the utmost critical Talent priority by the stakeholders.

The Dilemma: Looking at the Talent priorities and the competitive business landscape, stakeholders & leadership teams were struggling to answer critical questions when it came to growing talent, having the right people with right skills and are being placed in the right job, and are high potentials engaged and motivated.



An integrated approach to address each Talent priority was designed defining actionable and the desired outcomes.



**The Dilemma**

**GROW**

- › What Talent needs to be groomed?
- › What are the possible ways to provide the required learnings to them?

**RIGHT PEOPLE**

- › What are the options available for assessment?
- › What are the defined standards against which business will assess Talent?

**RIGHT SKILLS**

- › What are an individuals' areas of development?
- › How can Talent be groomed to enable them grow into roles they aspire for?

**RIGHT JOB**

- › What functional and behavioural skills are required to be demonstrated for each role?
- › How can the business provide that clarity to its Internal Talent?
- › How do we know which roles is the Internal Talent aspiring to move into?

**ENGAGED TALENT**

- › How can the business ensure that employees are provided the internal opportunities for career growth and rewarded progression on merit?

**The Dilemma**

**GROW**

- › Provide Learning experiences which enables internal growth and future-fit Talent Pool.

**RIGHT PEOPLE**

- › Objectively and consistently assess a person's fit for role, so they are set up to perform and clear on development gaps to address

**RIGHT SKILLS**

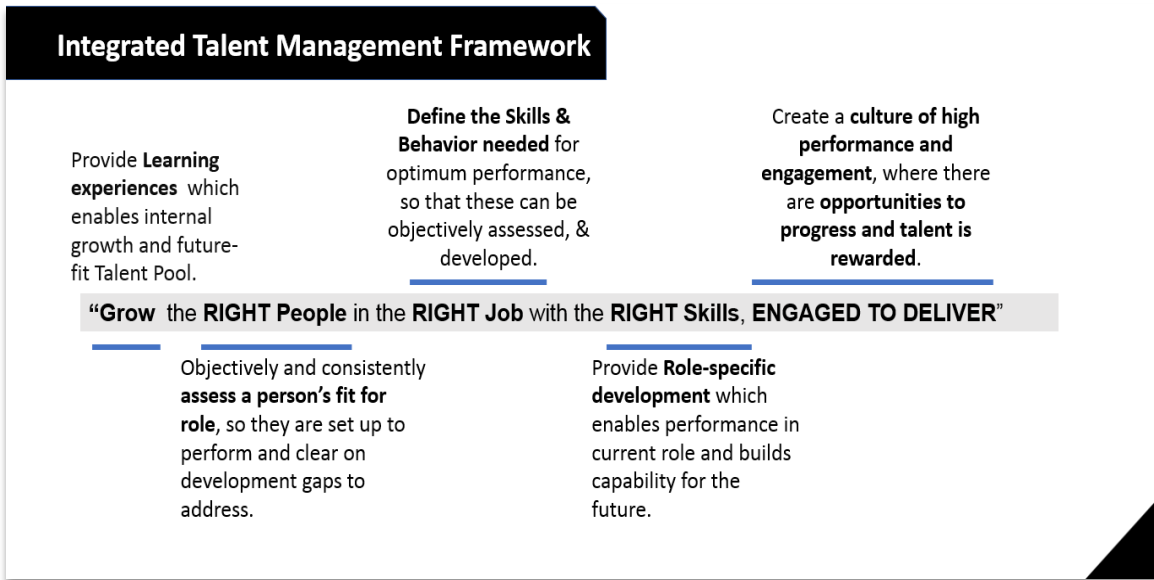
- › Define the Skills & Behavior needed for optimum performance, so that these can be objectively assessed & developed

**RIGHT JOB**

- › Provide Role-specific – functional & leadership development which enables performance in current role and builds capability for the future.

**ENGAGED TALENT**

- › Create a culture of high performance and engagement, where there are opportunities to progress and talent is rewarded



Being a retail organization, the approach & delivery of the programs for **‘frontline retail’** and **‘office Talent’** differs and hence differentiated frameworks are designed. However, in principle all approaches address future needs & provide a standard, experiential role- specific approach.

**Goal/Objective of the program**

Focusing specifically on the Landmark Group in Oman, the organization's primary objective was to enhance the skills and capabilities of frontline leaders managing the big box stores. This initiative targeted three key areas: understanding their role





as frontline leaders, managing and creating high-performing teams, and improving customer experience to build loyalty while effectively managing business changes. These areas were identified through various forums involving the regional leadership team at the organizational level. The ADDIE model was employed to identify the training needs or the topics for this program. ADDIE means Analyze, Design, Develop, Implement, and Evaluate. It is an instructional design model that was created by Florida State University for the military back in 1970, however, this model is now being used by instructional designers and trainers today. This was the model used to conceptualize The Big Box Game program.



The learning framework was curated and the assessment methodology had a realistic approach pertaining to their day to day tasks with a desired outcome and the action plans or projects defined at the start of the program is approved and signed off by their respective line managers to ensure that it is connected to the business need and the overall organization strategy..

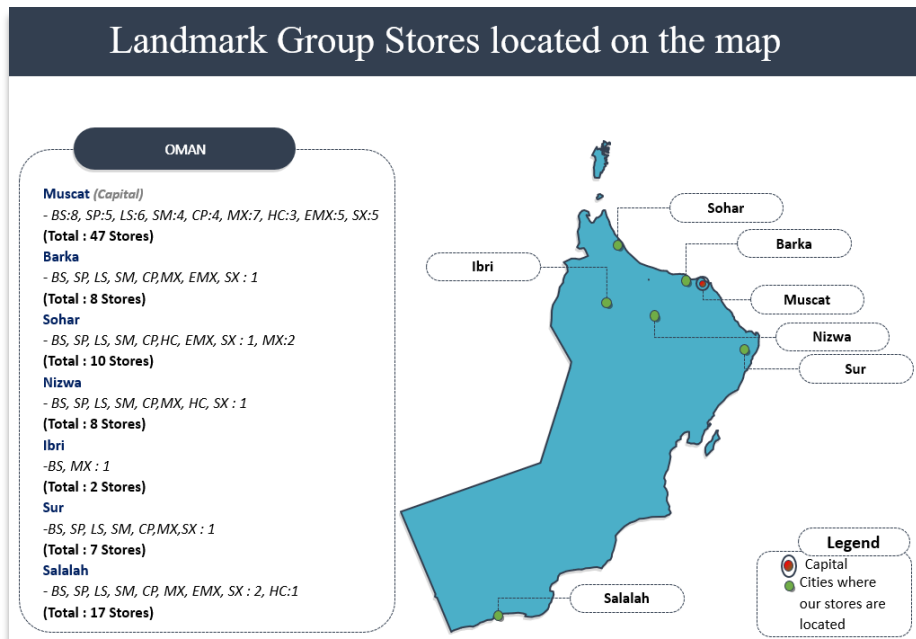
Snapshot on the success of the Frontline Leadership Program

No. of Locations participated	No. of frontline leaders nominated for FY'23-24	No. of frontline leaders completed the program	No. of frontline leaders certified	Upcoming nominations for FY'24-25
3 (26 Stores)	18	14	12	3 Locations, 33 Learners that includes even High potential talent



69%	69% (18/26)	78% (14/18)	86% (12/14)	127% (33/26)
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In Oman, Landmark Group operates a total of 99 stores, with 47 located specifically within the capital region of Oman called Muscat. From this pool of stores, 26 were identified as top-performing, and frontline leaders managing these stores were selected to participate in the training program.



The top three store locations in Muscat, namely Muscat City Centre, Oasis Mall Al Khuwair, and Mall of Oman, have a combined total of 26 frontline leaders. Initially, 18 leaders were nominated for the training program, with 14 successfully completing it. However, due to personal or business commitments, four leaders withdrew from the program and will be included in subsequent training sessions.

Out of the 14 frontline leaders who completed the program, 12 were certified as having the right talent and skills and have been placed in appropriate stores. The remaining frontline leaders require additional time to develop their skills and prepare for managing top stores. As part of their developmental journey, they will be assigned to smaller stores until they are ready for larger responsibilities.

The success of this program has led to the initiation of another batch of training for frontline leaders. This time, high-potential talent identified through the talent review process and performance management cycles will be included.

**Conclusion**

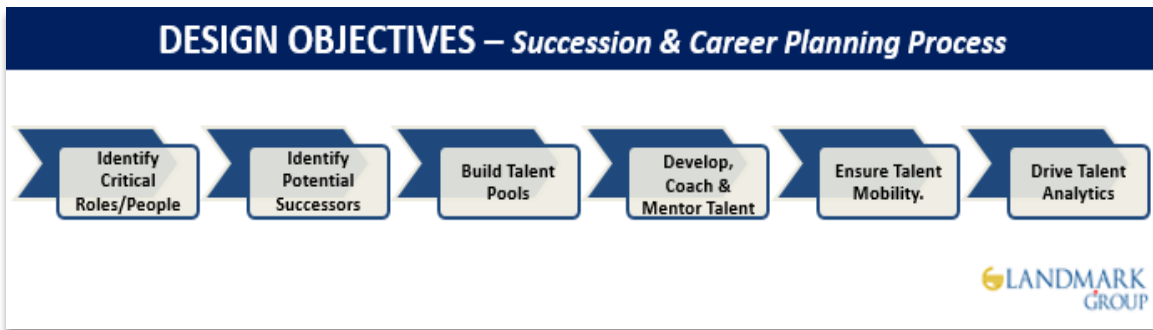


Landmark Group, founded in 1973, has grown from a single store in Bahrain to a global retail and hospitality conglomerate based in the UAE, with over 2200 outlets across various regions. It is known for brands like Max, Splash, and Home Centre, and employs over 48,000 people from 97+ nationalities, focusing on creating exceptional value. In the GCC, retail is a key indicator of economic diversification, with recent growth driven by increasing consumer visits to malls and stores. Nationalization policies in the GCC aim to reduce reliance on foreign labor, with specific quotas and fines to promote local employment, although challenges remain. In Oman, the focus is on reducing expatriate labor while enhancing national employment, aligned with the Vision 2040 strategy. Landmark Group's Big Box Game program in Oman aims to develop frontline leaders in top stores, aligning with organizational goals of enhancing talent and leadership within the business.

### Design and Delivery of the Program

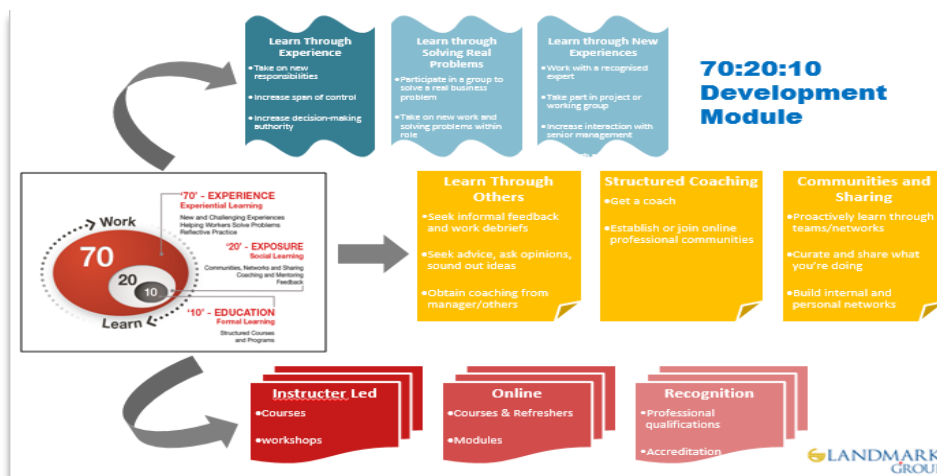
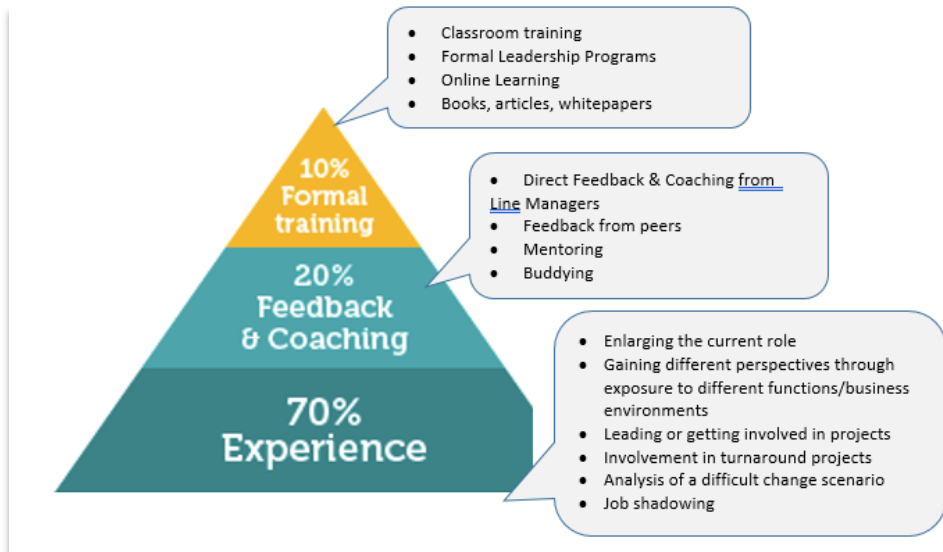
The Big Box Game program was designed well within the framework of the organization’s succession and career planning strategy.

The Design of a succession and career management process needs to be anchored in the Peoples’ vision and strategy for the future. William Rothwell in his book– “Effective Succession Planning” says - Organizational survival in a competitive environment depends in part on having identified and developed successors for key positions.



### Establishing the Individual Development Planning framework - 70-20-10 Model

One of the most effective ways of developing employees is the 70:20:10 framework-blended approach putting “experience” at the center of development. People learn through a combination of formal training, direct feedback and on-the-job experience as summarized below.



Line managers and coaches remain committed to provide and enable the below varied experiences and the right combination of learning activities for the career growth of an individual.

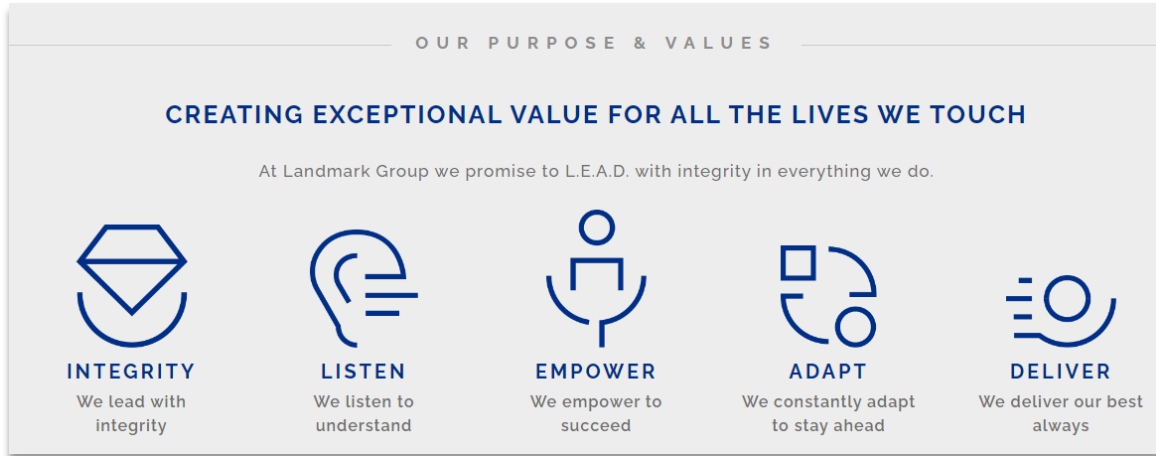
- **Learning through Experience:** This is based upon “action-learning”<sup>8</sup> principle wherein critical project is assigned to a team/individual with a commitment to keep an high-potential talent engaged.

- **Feedback & Coaching:** This is to reflect on employees’ key findings of their experiences and in doing so deepen their learning. It also gives opportunity to build/leverage networks from other brands.

- **Formal Trainings:** Formal training takes place off the job in a structured environment and is focused on building awareness on industry standards.

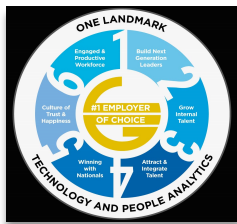


The Big Box Game program embodied Landmark Group's values: Integrity, Listen,



Empower, Adapt, and Deliver. Every part of it was designed with these values in mind. They made sure everyone involved felt connected to the program, meeting the organization's needs and goals head-on. Leaders were given the tools to support everyone's learning journey which is explained later on in this document, guiding them every step of the way. They adjusted the program to fit with what each region needed, making sure it worked for everyone. And in the end, it was a success, exceeding expectations and making a real difference to everyone involved.

Overview of Landmark Group's Talent Priority and Organization's objectives



The Board Ownership by the Group Director – Ms. Nisha Jagtiani, along with the Group Head of Talent Management, Leadership Development & L&D was established through continuous Talent strategy meetings. The process started with interviews with CXOs, focused group with leaders and eventually Talent strategy workshop with 50+ senior leaders of each brand to build awareness, a common understanding of the business & people challenges and co-create of what the future should be like.



<b>CO –CREATING TALENT PRIORITY</b>			
<b>Diagnostics &amp; Planning</b>	<b>Facilitating the Workshop</b>		
<b>Inputs</b>	<b>Day 1: Awareness</b>	<b>Day 2: Action Planning</b>	<b>Day 3: Prioritization</b>
<ul style="list-style-type: none"> <li>• Interviews with CXOs</li> </ul>	<ul style="list-style-type: none"> <li>• Current Trends &amp; Challenges</li> </ul>	<ol style="list-style-type: none"> <li>1. Define critical Talent requirements by-               <ul style="list-style-type: none"> <li>• Talent segments</li> <li>• Talent Skills</li> <li>• Manpower Planning</li> <li>• Talent Programs</li> </ul> </li> <li>2. Define the Job requirements</li> <li>3. Define Metrics to measure</li> <li>4. Define desired EVP</li> </ol>	<ul style="list-style-type: none"> <li>• Design the roadmap</li> </ul>
<ul style="list-style-type: none"> <li>• Focus Groups with select Leaders</li> </ul>	<ul style="list-style-type: none"> <li>• External Best Practices</li> </ul>		<ul style="list-style-type: none"> <li>• Finalize the phase wise outcomes -12 months/24months</li> </ul>
<ul style="list-style-type: none"> <li>• Review Talent data – Movements, Skill inventory, Succession etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Breakout on Business &amp; Talent challenges</li> </ul>		<ul style="list-style-type: none"> <li>• Agree on Budgets &amp; Timelines</li> </ul>
<ul style="list-style-type: none"> <li>• Conduct attrition &amp; engagement analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from Findings of Diagnostics Phase</li> </ul>		<ul style="list-style-type: none"> <li>• Agree on Governance &amp; RASCI matrix.</li> </ul>

The workshop built a consensus in the Group that the People vision can be achieved when the Group ensures to “Grow the Right People with the Right Skills in the Right Job, Engaged to Deliver”. - This was agreed upon as the utmost critical Talent priority by the stakeholders.

From the meeting, they made sure to figure out the important decisions and needs, so they could match the right people with the right jobs, with the right skills. It wasn't easy, especially with changing market trends and local labor laws, but they found a way. In smaller stores with fewer customers, they had junior roles like supervisors, sometimes with a national workforce. But for the top stores, they needed leaders with specific skills. That's why they came up with The Big Box Game program—to help these leaders get the skills they needed to run those Big Box stores well.

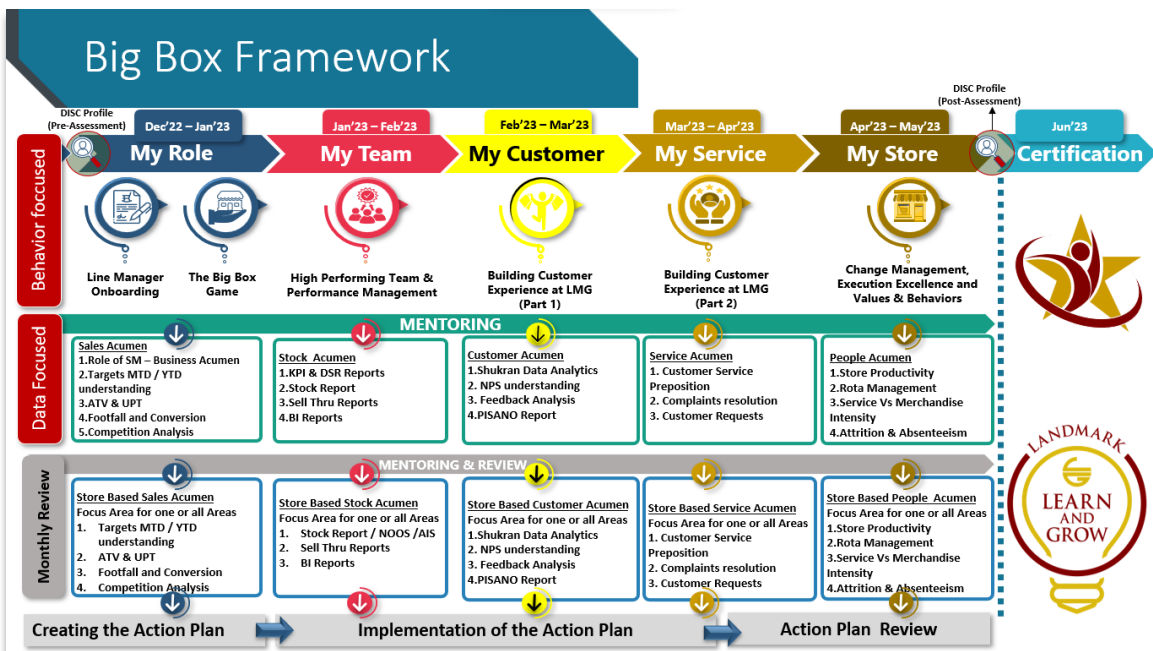
**Designing the program**

The Big Box Game Program is a capability development program for Big Box Stores- frontline leaders, so they can perform more efficiently in their role, improve the efficiency of Service, People, Process and Finance which will lead to better business outcomes. The program is custom build based on proper training need analysis (TNA) conducted with Store Leaders, Area Managers and Concept Managers through interviews, focus group discussions and surveys.



During these discussions, it became evident that frontline leaders needed to demonstrate strong behavioral competencies alongside a targeted emphasis on their technical or operational proficiencies. This necessitated active support from their line managers and mentors, who could provide guidance and mentorship throughout the program duration.

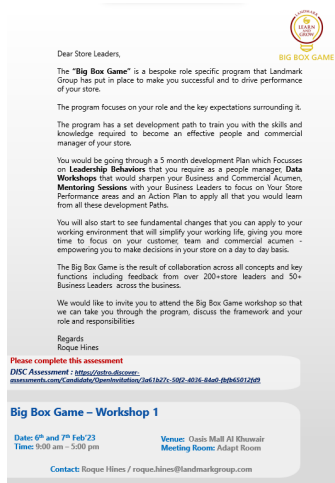
### The Big Game Program



The entire approach was implemented keeping in mind the ADDIE model highlighted earlier in this document. Let's break down the framework and see how each part was delivered to the frontline leaders.



Prior to the program, there were pre-work activities initiated and a personalized welcome mailer was sent out to each learner, detailing the program and inviting them to the workshop.

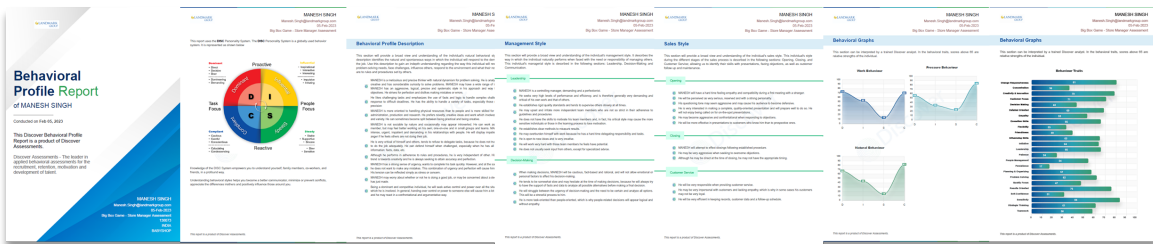


Sample welcome mailer

### The Learning Journey



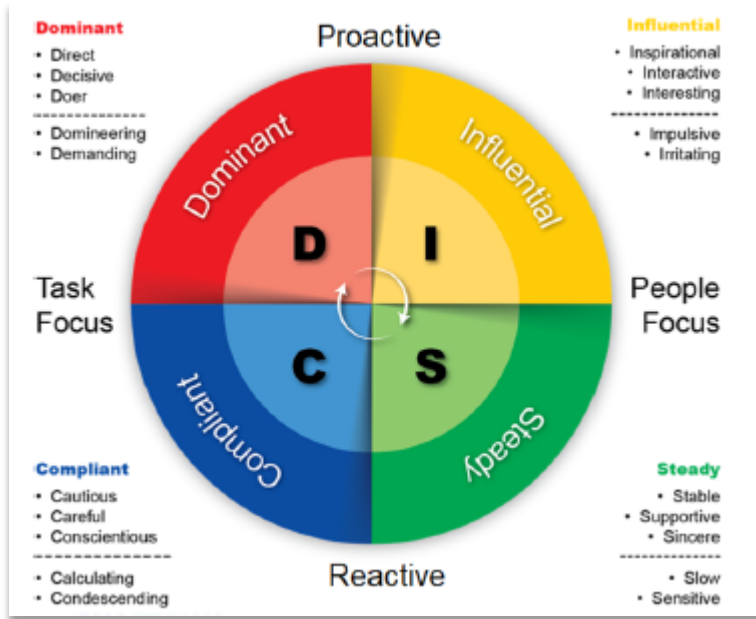
Prior to the start and at the end of completing the entire learning journey, a DISC profile assessment powered by Discovery® was conducted for the frontline leaders. This DISC based test predicts the compatibility of candidates with jobs using their behavioral patterns. Ideal for roles across the workforce spectrum to identify candidates who are more likely to be comfortable in a particular job and perform better.



Sample DISC assessment report

The DISC assessment uses the DISC personality system which is used as a global behavior system as detailed out by Discover®.





Once the assessment is completed the system generates a behavioral profile report that clearly depicts an individual's preferred behavioral style with indicators and a detailed description of their management style, sale style and behavioral graphs. The report is then interpreted by the talent development manager who is certified by Discover®, to read and interpret the reports for the learners.

Another report can be downloaded from the system for the line managers with some additional tabs enabled to have a much more productive coaching experience for their learners. Apart from the sample report shared earlier, it includes few other pointers for discussion like "How to Lead employee effectively" and "Keys to motivate employee".

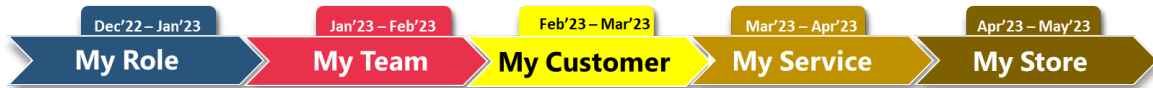
The collage displays various components of a behavioral profile report for Manesh Singh, a Store Manager. Key sections include:

- Behavioral Profile Report:** Overview of the assessment and the individual's preferred style.
- Behavioral Profile Description:** Detailed text-based analysis of the individual's traits and strengths.
- Management Style:** Insights into how the individual manages their team.
- Sales Style:** Analysis of the individual's approach to sales and customer interaction.
- How to Lead MANESH Effectively:** Specific coaching points and strategies for the individual's manager.
- Behavioral Graphs:** Visual representations of the individual's scores across various behavioral traits.
- Behavioral Traits:** A bar chart showing scores for traits such as Change Responsiveness, Communication, Conflict & Resolution, Customer Focus, Decision Making, Dealing Under Pressure, Empathy, Execution Skills, Flexibility, Friendliness, Influencing Skills, Initiative, Leadership, Patience, People Management, Persistence, Planning & Organizing, Problem Solving, Quality Focus, Results Oriented, Self-Confidence, Sensitivity, Strategic Thinking, and Teamwork.



According to an article by <sup>9</sup>Healthline, forming a new habit can take anywhere from 18 to 254 days, with an average of 66 days for a behavior to become automatic. James Clear, in his book "Atomic Habits," emphasizes that success is the result of daily habits rather than extraordinary, one-time efforts.

Therefore, a post-DISC assessment is scheduled 6 months after the completion of the entire learning journey. This assessment aims to evaluate the subtle changes in behavior that may have occurred following the program's conclusion.



The learners undertake a six-month developmental journey, progressing from understanding their role as frontline leaders to effectively managing their teams, customers, and business operations. This comprehensive program is structured around 4 key areas: Self, Team, Customer, and Business, ensuring a holistic approach to leadership development.

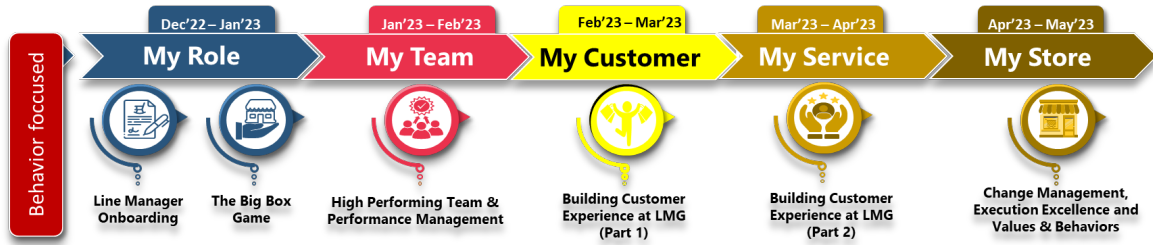


The complete journey is delivered through a behavioral and data focused workshop, mentors are assigned, an action plan to work with throughout the program and smaller action plans that contribute to the overall action plan.

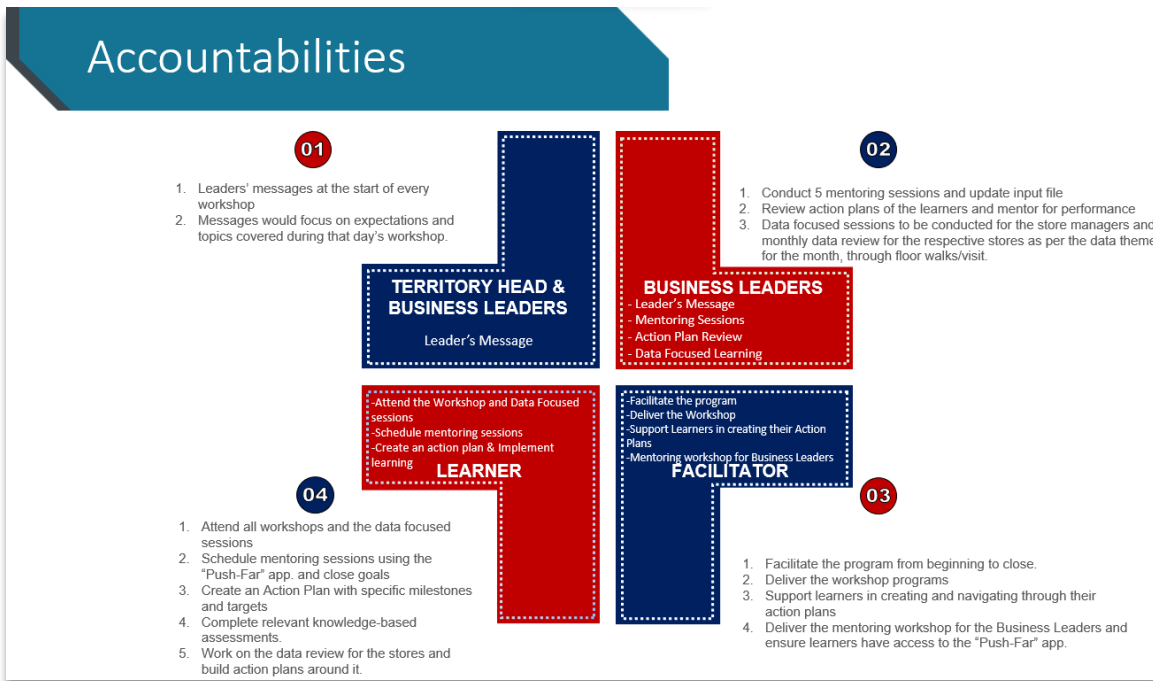
This part of section will focus on the delivery of the workshops and in the next section, application of the learning through the action plans and the mentoring sessions will be seen.

### The Behavioral Workshops

9. <https://www.healthline.com/health/how-long-does-it-take-to-form-a-habit#takeaway>



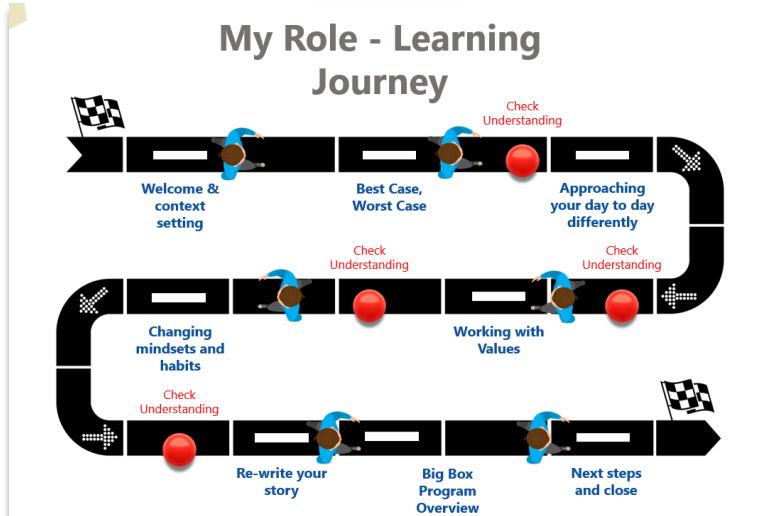
**My Role – Line Manager Onboarding:** The territory head, HR Head and line managers (Business Leaders) are onboarded to the program, detailing what is expected out of them during the learning journey. The team is taken through the complete learning journey that the frontline leaders would go through in order to be certified as the Big Box Store – Frontline Leader. Towards the end of the presentation the accountabilities by each is clearly detailed out and shared with the stakeholders during the line manager onboarding session.



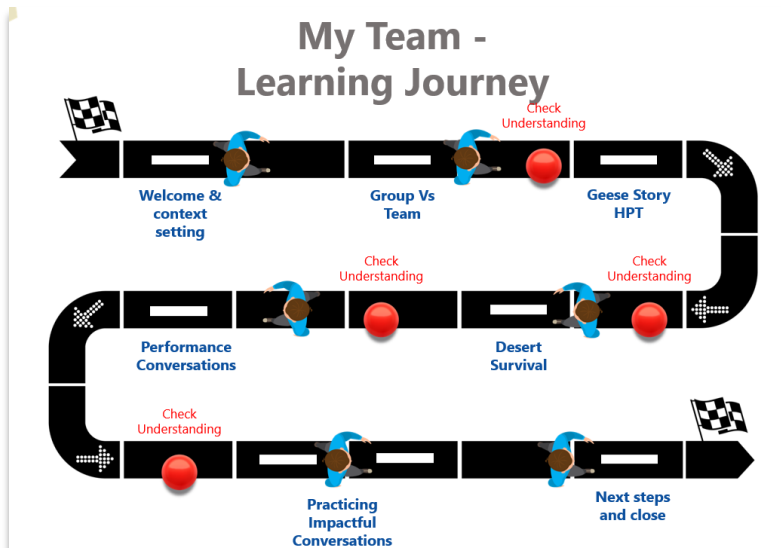
**My Role – The Big Box Game:** The frontline leaders are also taken through the presentation that was shared with line managers during the initial session. The first program involves discussing the mindsets, skillsets, behaviors, and daily practices required for a Big Box Store Manager. Participants would formulate a plan to make these shifts and agree on how their line managers would support them. They would also understand LMG's expectations for the Big Box Store Manager role and how their performance will be measured. Additionally, identify the necessary shifts needed to transition into the role of a Big Box Store Manager. Finally, the program



provides an overview of the Big Box Store Manager Program and outlines the various elements of the developmental path.



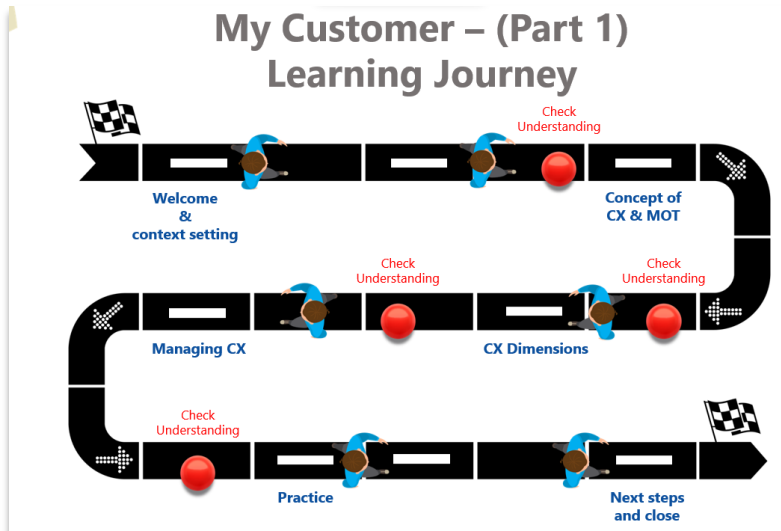
My Team – High Performing teams and performance management: This part of the program explains the concept of high-performing teams and their relevance to Landmark Group store operations. It details the components of the High Performing Team (HPT) Framework and its application within Landmark Group. Participants would be able to identify the skills and methods that support each component of the HPT Framework. Additionally, the program lists factors that build or inhibit support and trust among team members, essential for building a high-performing team.



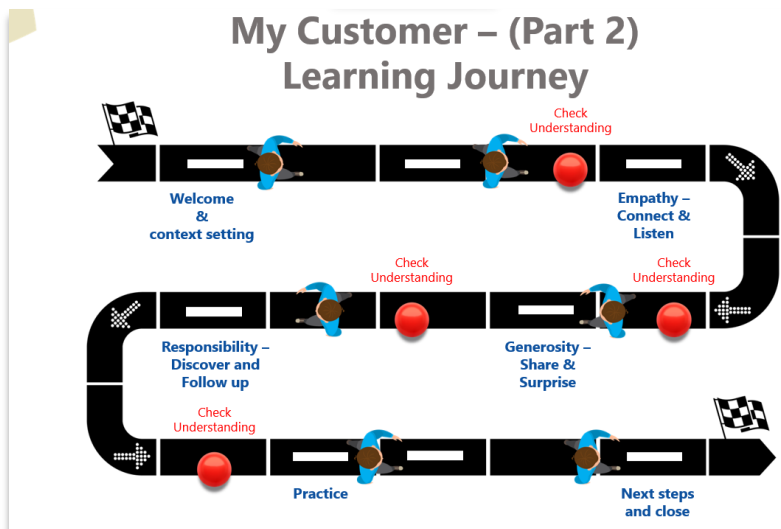
My Customer – Building Customer Experience at Landmark group, Part 1: The program focuses on the importance of thinking from a customer perspective. It covers understanding the concepts of Customer Experience (CX), Moments of



Truth (MOT), and Customer Lifetime Value (CLV) within the context of Landmark Group. Participants were made to analyze various dimensions of CX specific to landmark Group in Oman and understand the impact of Omni Channel strategies on store experience. Additionally, they were given tools to enhance CX and effectively manage challenging scenarios.

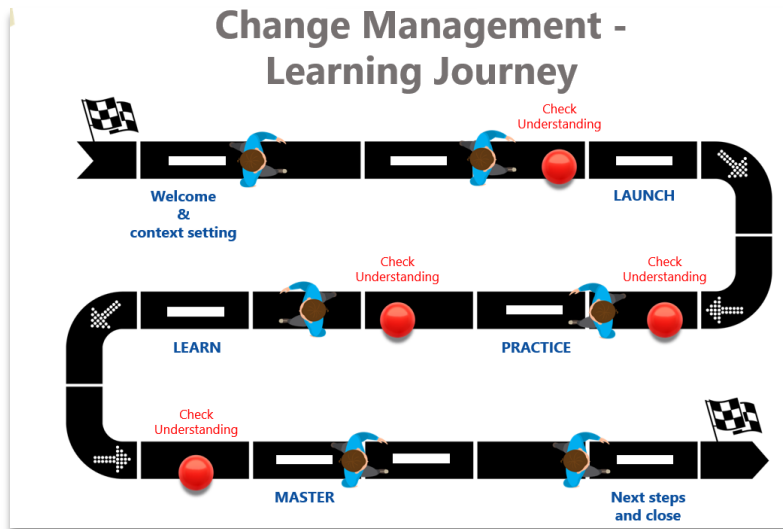


My Service – Building Customer Experience at Landmark group, Part 2: This part of the program was designed in collaboration with Franklin Covey content to empower the frontline leaders to become a leader who consistently earns the loyalty of both customers and team members. Additionally, it aimed to equip them with the skills to teach their teams on how to cultivate and maintain customer loyalty.





My Store – Change Management, Execution Excellence and Values & Behaviors: The Leading People Through Change® in collaboration with Franklin Covey program is a three-part learning journey that travels through LAUNCH, LEARN, PRACTICE, and MASTER. During this journey, participants learn and practice the mindset and skillset needed to lead successful change efforts.



Some snapshots of the learners during the Behavioral workshops

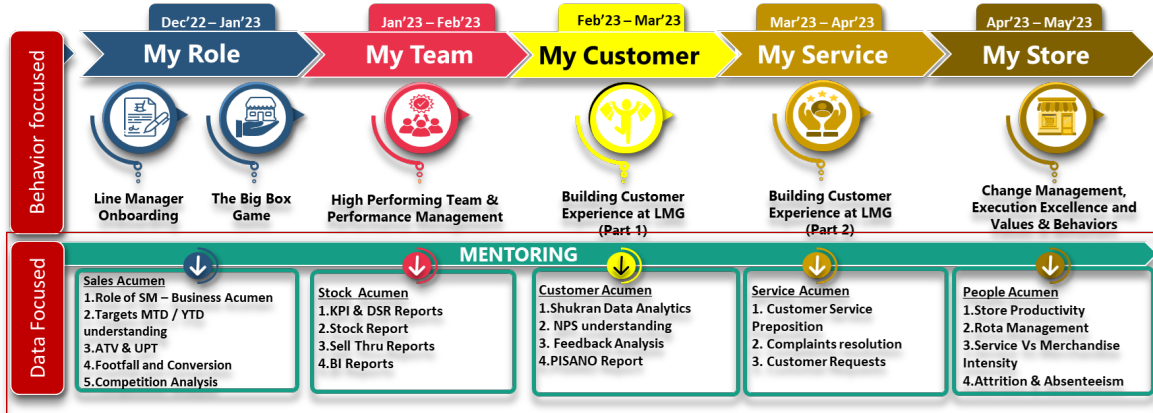


## The Big Box Game - Workshops

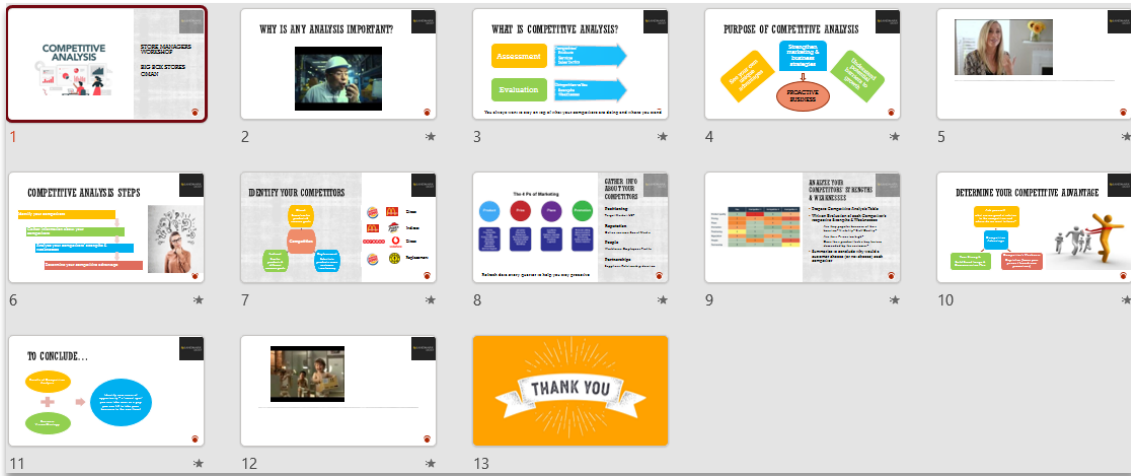
The Data Focused Workshops



These Behavioral and Data focused workshops combined are conducted for a day and a half. The first day is spent on the behavioral workshop and the second day, which is half a day is spent on the data-based workshops followed by mentoring sessions.



The Data focused workshops are delivered by a business leader, who brings in their subject matter expert view on how a frontline leader needs to review various data pertaining to each parameter or topic. After every session a smaller goal is assigned to them, which the learners go back and work on for a period of one month that contributes to the overall action plan.



Sample presentation created by one of the business leaders pertaining to competitor analysis.

The business leaders, then delve further into the reports that a frontline leader gets daily and walks them through the specific areas that needed more clarity and ensures that they can understand the reports and are ready to make informed decisions based off that report, when managing self, team, customers, and the business. They're also shown how certain retail metrics are derived based on the



calculations and various other permutations and combinations put together to help achieve the desired result.

Prior to the launch of The Big Box Game program, the business leaders were trained and certified by a senior leader on the mentoring model.

### Conclusion

The Big Box Game Program is designed to boost the skills of frontline leaders in Big Box Stores, aiming to improve service, people, process, and financial outcomes. It was customized through input from Store Leaders, Area Managers, and Concept Managers. The program emphasizes both behavioral and technical skills, supported by mentors and line managers. A DISC profile assessment at the beginning and end evaluates changes in behavior and job fit. Over six months, leaders learn about leadership, team management, customer experience, and business operations through workshops and mentoring. Business leaders teach these sessions, helping participants make informed decisions using retail metrics and reports.

### Adoption of the Program

Following the initial workshop, participants were asked to identify preferred mentors and outline action plans to pursue throughout their learning journey. Before pairing mentors with frontline leaders, let's review the approach taken to integrate the mentoring component into the program.





#### Mentoring for Business Leaders

Coaching and mentoring processes are built with an objective to handhold and guide the participants to be successful in managing key functional and concept related challenges with an approach where a senior business leader along with participants uses their experience to offer guidance, encouragement, and support to develop business skills. The model the Landmark Group uses is based out of GROW model.





G.R.O.W. MODEL IN COACHING

Goal	Reality	Options	Will/ Way Forward
 What do you want?	 What is happening now?	 What could you do?	 What will you do?
<u>Helpful questions:</u> <ul style="list-style-type: none"> <li>• What is your short-term goal?</li> <li>(<i>Organisation related goals, for example: knowledge and skills that would help them perform task or get promoted</i>)</li> <li>• How do you envision yourself getting there? Is this possible?</li> <li>• What do you want to achieve long term?</li> <li>• How will you measure it?</li> </ul>	<u>Helpful questions:</u> <ul style="list-style-type: none"> <li>• What is happening now?</li> <li>• Who is involved?</li> <li>• When things go badly on this issue what happens to you?</li> <li>• What happens to others directly involved?</li> <li>• What have you done so far?</li> <li>• What result did that produce?</li> <li>• What are the main obstacles to progress?</li> <li>• What is really going on? (intuition)</li> </ul>	<u>Helpful questions:</u> <ul style="list-style-type: none"> <li>• What options do you have?</li> <li>• How likely is this option to succeed?</li> <li>• What are the advantages and disadvantages of each option?</li> <li>• What obstacles do you see standing your way towards achieving this goal?</li> <li>• How will you overcome it?</li> <li>• What else could you do?</li> </ul>	<u>Helpful questions:</u> <ul style="list-style-type: none"> <li>• So what are you going to do now?</li> <li>• Will this address your goal?</li> <li>• When will you do it?</li> <li>(<i>It is very important to set definite deadline for achieving the goal and schedule the latest follow-up session</i>)</li> <li>• Who needs to know?</li> <li>• What support do you need?</li> <li>• How will you get that support?</li> </ul>

Landmark Group incorporated GROW model into their coaching and mentoring in leadership development program to engage people, inspire great performance and maximize productivity. This model is helping Landmark Group subject matter experts by asking effective questions in a carefully structured way promotes deeper awareness and greater responsibility which leads to practical steps to accomplish goals and overcome obstacles.

Scope:

The scope of the coaching and mentoring program in Landmark Retail business spread across 11 different brands and 9 different regions (KSA, UAE, Oman, Bahrain, Kuwait, Qatar, Malaysia, Indonesia, and Egypt).

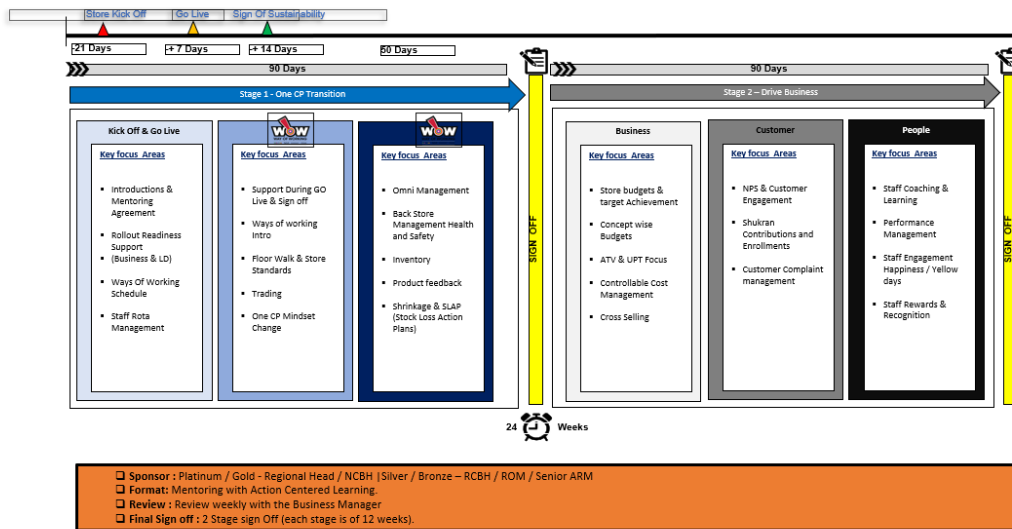
User Based:

- Big Box Game (Program for Frontline Leaders)
- Business Excellence Program (Program for Business Leaders)



Originally, the Landmark Group launched the coaching and mentoring process manually to transition 81 Centrepoint (CP) stores to the one CP operating model whereby one senior leader from each region was mentoring business managers for a period of 8 months. Centrepoint i.e., CP brings four brands together under one roof. Babyshop, Splash, Shoe Mart and Lifestyle unite to create a one-stop shopping destination for the entire family.

### Business Sponsor's framework





Sponsoring: Landmark Group use the word “Business Sponsor” as Mentor. Mentor was a senior business leader who co-own’s along with Business Manager a One CP store, to “establish One CP culture and successful transition”. Sponsor– uses their experience to offer guidance, encouragement, and support to develop

## Cadence of Meeting

Start Date of Sponsorship : Kick off day of the store /Business Manager appointed to the store (Launch- 21 days)  
 Sponsor end date - Store handover/ Sign off: 24 weeks from Kick off date

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**Cadence #1**

Stage 1 : Transition to CP Model and Ways of Working  
 Week by Week Plan ( 1-12 weeks):  
 Objective : Successfully lead the CP transition and get a clear view of Ways of working

Stage 2 : Lead Business Metrics, Customer and People  
 Week by Week Plan ( 13-24):  
 Objective : Successfully lead the business Metrics of Commerciality, Customer & People metrics

**Cadence #2**

Meeting Schedules comprises of minimum 1 catch up per week  
 Week 1 – 90 mins Floor Walk with Suggestions, Ideas and Discussions on Challenges , Issues etc.  
 Owner : Business Sponsor  
 Week 2 – 30 mins Scheduled Follow up Call to Check on progress and be a sounding board  
 Owner : Business Manager

BM’s responsibility to schedule and document the sessions

## Business Sponsor’s framework: RACI

SI No	Activity	Period	Sponsor	BM	Corp ID	RCBH	RHR	RTM	NCBH - CP	LD - CP
1	Conduct the Familiarization Workshop	Once	R	R	RA	CI	R	A	I	I
2	Attending the familiarization Workshop	Once	R	R	CI	R	RA	A	R	R
3	Signing off Sponsorship Agreement	Start of the Program	RA	RA	C	R	I	I	I	I
4	Introductions to Sponsorship program	Once	R	R	C	R	I	A	I	I
5	Book Calendars for Store Visit - Bi weekly	Bi weekly	C	R	C	C	CI	CI	I	I
6	Store Visits - Bi weekly	Bi weekly	RA	RA	C	C	CI	CI	I	I
7	Agree on Actions from Store Visits	Bi weekly	RA	RA	C	C	CI	CI	I	I
8	Book Follow up Calls for Progress Discussions	Bi weekly	C	R	C	C	CI	CI	I	I
9	Follow-up on Last week Progress	Bi weekly	RA	RA	C	C	CI	CI	I	I
10	Sign off Review Weekly	Bi weekly	RA	RA	C	R	CI	CI	I	I
11	Maintain the Sponsors Worksheets	Bi weekly	C	R	C	C	CI	CI	I	I
12	Sign off Actions & Progress Worksheets	Bi weekly	RA	RA	C	R	CI	CI	I	I
13	Close the Sponsorship Program	End of 6 months	R	R	I	A	I	CI	CI	I

<b>R</b>	<b>Responsible</b>	People who do the work. They must complete the task or objective. They are <b>responsible to deliver</b>
<b>A</b>	<b>Accountable</b>	Person who is the <b>owner of the work</b> . They must <b>sign off or approve</b> when the task, objective or decision is complete
<b>C</b>	<b>Consulted</b>	People who <b>need to give input</b> (subject matter experts) before the work can be done and signed off on
<b>I</b>	<b>Informed</b>	People who need to be <b>kept in the loop</b> , but may not contribute directly to the task.

- Sponsor : Nominated Sponsor of the store as agreed with Business
- BM : Business Manager
- RHR – Regional HR
- RTM – Regional Talent Manager

business skills in BM’s.



All the process was driven manually right from maintaining coach, mentor and participant details, mapping coaches & mentors with the participants, recording goals, meeting records and reporting and dashboard etc.

Due to this manual process, they faced several challenges such as tracking the program's progress, maintaining the goals, meeting records, reporting and being unable to provide the right user experience. Due to these challenges, the Landmark group opted to look for a mentoring platform, where they come across PushFar, a mentoring and coaching platform.

PushFar came with several key requirements that were needed to meet the demands and objectives of the program and its participants. PushFar allows the program administrator to add program goals, track KPIs, whilst allowing users to set up their own mentoring profile, schedule meetings, and conduct virtual calls through Outlook and MS Team integration. Participants were also becoming increasingly engaged with the programs due to several other features, including questions and conversations, networking, collaboration, and the available learning resources.

The screenshot displays the PushFar interface, divided into two main sections: 'Your Next Meeting' and 'Schedule A Meeting'.

**Your Next Meeting:** This section shows a confirmed meeting for '29 Apr' with a status of 'Confirmed' (indicated by a green checkmark). The meeting details include: Date: 29 Apr, Type: Video Call, and Duration: 30 Minutes. The 'Meeting Notes/Agenda' section contains the text: 'After last month's meeting, keen to explore career progression activities within the department. Attending events and increasing copywriting of content for leadership positions.' Below the notes are two action buttons: 'Edit Meeting' (with a pencil icon) and 'Cancel Meeting' (with a close icon).

**Schedule A Meeting:** This section is used for creating new meetings. It includes a 'Date and Time' dropdown menu, a 'Select Meeting Timezone' dropdown menu (currently set to 'Europe/London'), and a 'Suggested times where you're both free:' section. This section lists several time slots: '18 May - 14:00-15:00', '19 May - 15:00-16:00', '23 May - 09:00-10:00', '24 May - 11:00-12:00', and '1 Jun - 08:00-09:00', along with a 'Search For Alternatives »' button. Below the time slots are 'Meeting Type' (set to 'Microsoft® Teams®') and 'Meeting Duration' (set to '15 Minutes') dropdown menus. A 'Meeting Notes/Agenda' text area contains the text: 'Meeting agenda and notes - what would you like to discuss?'. A 'Send Request' button is located at the bottom right of the scheduling form.



### Goals Established:

- The primary goal of integrating coaching and mentoring into their talent development initiatives was to create a learning environment that facilitates collaboration, continuous employee improvement and to create an inclusive workforce by matching diverse employees across the teams.
- Learning from Leaders: Learning from internal subject matter experts as a coach and mentor creates better engagement from the expert and the learners. Having Internal coaches and mentors are in a better position to observe everyday engagement and behavior. This means challenges can often be addressed immediately rather than waiting for the next coaching and mentoring session
- Performance Management: All the goals created for coaching and mentoring are to be measured through balance scorecard approach to drive performance.
- Internal Coaches and Mentor: Identify and creating a pool of highly skilled internal coaches and mentors to support 215 Top Store Managers and 54 Business Managers to focus on the improvement of Sales, Service, Staff, Stock, Store Management and Behavioral Skills.

PushFar helps the Landmark Group participants easily manage their mentoring relationships and track their progress by allowing users to do things such as setting mentoring goals, write meeting notes and review their mentoring activities. The platform goes further than mentoring, enabling individuals to network, see where they can add value and collectively help one another.

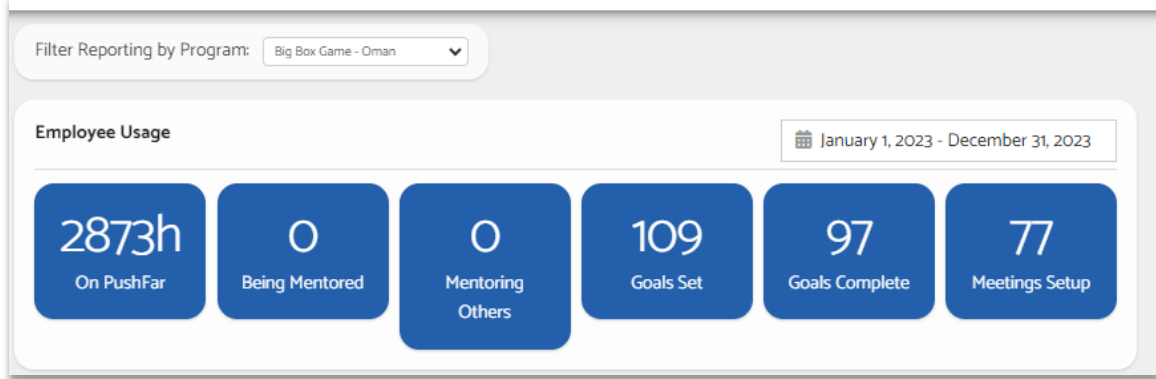
PushFar's user-friendly software and impressive features were something that the Landmark Group were looking for when reviewing mentoring solutions for their organization. With things such as scheduling meetings and goal setting being simple to do and the platform allowing for integration with popular platforms such as Outlook and Google Calendars, PushFar was able to meet the demands of the Landmark Group and its users. Another key feature is its ability to support international time-zone scheduling, as well as sending reminders to their mentees, which is essential for a global workforce.

Whether an individual is setting their own goals, or their mentor is setting them, goal tracking offers a unique and personalized way to track and report on goal and mentoring success.

The platform also provides the opportunity for the Landmark Group to monitor and track customizable KPIs, such as the number of registered users, the amount of time spent on the platform and how many mentoring goals have been achieved. Something that they previously struggled with when conducting a manual mentoring program.



Bringing this back into context, the mentors were identified by the learners after they completed their first workshop, and a mentor was assigned to each frontline leader within the same region. Due to the bandwidth of the number of frontline leaders versus the number of mentors available in the region, some of the mentors had a maximum of 3 frontline leaders to mentor. However, it was made sure that the line manager was not the frontline leader’s mentor.



Snapshot of employee usage of the Pushfar app for the Big Box Game program in Oman.

Over 2500hrs were spent mentoring the frontline leaders, with 109 smaller goals being set out which 97 have been completed. This data is from the beginning of the program and it continued even after the program.

Mentor	Mentee	Last Meeting	Mentoring Since	Goals Set	Total Meetings	Mentoring End Date	Goals Completed
Russel Valladarz	Vinayak Boga	14 May 2023	22 Mar 2023	0 Goals Set	6 Meetings	22 Sep 2023	0 Goals Completed
Ashok Mohindra	Padam Kami	18 May 2023	22 Mar 2023	0 Goals Set	3 Meetings	22 Sep 2023	0 Goals Completed
Vishal Sharma	Melody Velasco	20 Mar 2023	22 Mar 2023	0 Goals Set	1 Meetings	22 Sep 2023	0 Goals Completed
Qusai Roumi	Cyrus Castro	30 Jul 2023	22 Mar 2023	0 Goals Set	3 Meetings	22 Sep 2023	0 Goals Completed
Mohamed Magdy	Balagopal Nair	5 Apr 2023	22 Mar 2023	0 Goals Set	1 Meetings	22 Sep 2023	0 Goals Completed
Pragasharajah Sundaralingam	Darshana Aravinda	17 Jul 2023	22 Mar 2023	1 Goals Set	6 Meetings	22 Sep 2023	0 Goals Completed



Snapshot of the mentor-learner relationship mapping on the system that had the details of the number session conducted during the program.

Once the frontline leaders were mapped to a mentor, they were also tasked with getting an overall measurable action plan in consultation with their line managers which was later used as a point of reference and discussion during the mentoring sessions with the mentors.

### Defining and creating the action plans

A sample action plan was shared with the frontline leaders to fill out and it had to be shared back with the facilitator, respective line managers and mentors.

**Business Action Plan**

Topic: Add-conversion - customer service

<b>WHAT?</b> (As is Situation)	Current Situation	By When?	<table border="1"> <tr><td>CV ATV MTD:</td><td>12.9</td></tr> <tr><td>CP ATV MTD:</td><td>12.8</td></tr> <tr><td>MTD Growth %:</td><td>0.8%</td></tr> </table>	CV ATV MTD:	12.9	CP ATV MTD:	12.8	MTD Growth %:	0.8%
CV ATV MTD:	12.9								
CP ATV MTD:	12.8								
MTD Growth %:	0.8%								
<b>WHAT?</b> (To-be Situation)	To-be	Evidence / Reports to measure achievements	To Be: 1 Focus Group to gain customer insights 2 VP Station Tour to determine current 3 Add-on Sales / New collection/Random collection touch SMS. 4 Staff EMV ready on customer service 5 Line and attractive price points e.g. 'Feature' Era display, socks and hair bays signpost's displayed in department.						

**Action Steps**

**Self**

- 1 -Ensure stock availability across all department & tracking fill rate.
- 2 -Service specialist training for cosmetics and lingerie.
- 3 Monthly store performance review and forward plan.
- 4 Thank you card or greet with customer
- 5 -Additional focus through in store drive such as Product of the week
- 6 Daily ops checklist to ensure size and availability
- 7 -Strong price point drives communication
- 8 All the top basic stock should be at the floor so we can take the more up

**Team**

- Night replenishment team to ensure store readiness for trade.
- stock management to ensure staff availability on the sales floor
- Maintaining minimum stock cover of 90 Days at territory level & follow up from Concept planning on stock inflow.
- Monthly Top performer award with cash incentive and picture placed on team noticeboard.
- Service Champions to be implemented in peak periods.

**Business**

Competition analysis reflag  
 UPT will increase  
 ATV will increase  
 Customer service will improve  
 Conversion report to be monitoring and sharing with team.

**Measure of success**      **Support Needed**      **Follow Up**

Self and core team  
 involvement on how to drive the action Plan in order to achieve the target.

Sign Off: Line Manager      Store Leader      Talent Development Manager

Date:      Date:      Date:

Note:  
 Above Action Plan should be completed by 28th Feb'25.

### Sample action plan.

The action plan had specific needs from the learners that address the What? When? and how?

**Business Action Plan**

Topic: \_\_\_\_\_

<b>WHAT?</b> What is? (As is Situation)	Current Situation	<b>WHEN?</b>	
<b>WHAT?</b> What is ? (To-be Situation)		Evidence / Reports to measure achievements	

LANDMARK LEARN AND GROW  
BIG BOX GAME

### First part of the Action plan template

The frontline leader initially consults with the line manager to identify the current business needs and determine the key focus areas for the next six months. This



discussion aims to develop strategies that will drive tangible improvements and visible results in business performance. The process involves selecting a relevant topic, assessing the current measurable situation, envisioning the desired state in six months, and identifying the evidence or reports that will validate the measurable achievements.

<b>HOW?</b>	<b>Action Steps</b>
	<b>Self</b>
	1
	2
	3
	<b>Team</b>
	1
	2
	3
	<b>Business</b>
	1
	2
	3

**Second part of the action plan**

The frontline leaders then address how they will implement the knowledge gained from the workshops and the feedback from mentoring sessions. They outline key actions to be taken by themselves, their teams, and the business to achieve the desired outcomes detailed in the first part of the action plan.

Measure of success	Support Needed	Follow Up
<b>Sign Off</b>		
Line Manager	Store Leader	Talent Development Manager
_____	_____	_____
<b>Date:</b>	<b>Date:</b>	<b>Date:</b>

**Final part of the action plan**

The frontline leaders then callout critical measures of success that would be seen at the end of the learning journey, what kind of support would be needed from stakeholders or line managers to help achieve the overall action plan and what kind of follow is needed by the line manager or by self.

These action plans are signed off by the line manager, the frontline leaders and the talent development manager.





**Business Action Plan**

Topic: **SING BOX GAME**

By Whose: **TIME UNES**

Date: **31st July 2023**

Current Situation		Target	LY	LY	Breakdown
What is it (As is Situation)	ATV (YTD)	2.1	2.2	2.2	
	LFT (YTD)	2.6	2.7		

Target Situation		Target	LY	LY	Breakdown
What is it (To-be Situation)	ATV (YTD)	2.1	2.2	2.2	
	LFT (YTD)	2.6	2.7		

**Action Steps**

**Self**

- Setting ATV and LFT target for the day.
- Create an ATV and LFT performance tracker and maintain the data.
- Team briefing about the ATV/LFT performance.
- Customer lead refer categories to be monitored along with CSA and index the stock on weekly basis.
- Client contribution to be tracked through sales executive ATV report and discussed with staff on daily basis.
- Monitor Bonus for monitoring along with product selling and its performance on weekly basis.

**Team**

- Team will be trained on ATV and LFT parameters.
- Staff performance will be discussed on daily basis.
- Forecast product life line items, and price will be highlighted and encourage staff to prevent it for spotting and fill selling.
- As staff availability to be tracked through sales executive ATV report and discussed with staff on daily basis.
- In store staff training on categories to improve product knowledge and selling.

**Business**

- ATV & LFT performance comparison of LY vs CY.
- Focus on High value products and volume generating products and replacement on time.

**Measure of success**

- Team will be focused for above two parameters to track the performance and drive for achieving the set target.

**Sign Off**

Store Leader: *[Signature]*

Talent Development Manager: *[Signature]*

Date: **29-07-2023**

Sample Action Plan signed off by the frontline leader.

Throughout the journey, every individual, from business leaders to frontline leaders, plays an active role in developing the frontline leaders and ensuring measurable outcomes. Business leaders provide guidance, mentorship, and strategic oversight, sharing their expertise and ensuring alignment with organizational goals. Frontline leaders engage in workshops and mentoring sessions, applying the knowledge and feedback received to their daily operations. This collaborative effort ensures that each participant is accountable and committed to driving tangible improvements. The structured approach, combined with continuous support and feedback, helps in achieving the desired results and demonstrating clear, measurable progress in business performance.

Key challenges faced by the frontline leaders and mentors included:

- Managing day-to-day tasks while adhering to the action plan.
- Regularizing mentor and learner relationship sessions.
- Setting aside productive time to discuss approaches and strategies for achieving the business action plan.
- Limited regular follow-ups over time.

These challenges were effectively addressed by using the PushFar application for mentoring sessions. The application facilitated regular and structured interactions between mentors and frontline leaders, making it easier to schedule and conduct sessions despite busy schedules. It provided a platform for tracking progress, setting reminders, and documenting discussions, ensuring that both mentors and learners remained engaged and accountable.

Additionally, the talent development manager played a crucial role in overseeing the process. They initiated regular follow-ups to monitor the progress of the



frontline leaders, ensuring that they stayed on track with their action plans. This proactive approach helped maintain momentum, address any emerging issues promptly, and ensure that the learning objectives were being met.

By leveraging technology and consistent oversight, the program was able to mitigate the challenges of managing daily tasks, maintaining productive mentor-learner relationships, setting aside time for strategic discussions, and ensuring regular follow-ups, leading to more effective development and measurable outcomes.

PushFar's platform was designed to streamline the mentoring process and allow Frontline leaders to manage their mentoring relationships.

The line managers actively maintained ongoing communication with frontline leaders to encourage the adoption of new initiatives within the business. This involved regular interactions to provide support, guidance, and encouragement while ensuring that the frontline leaders remained aligned with the strategic objectives of the business. Additionally, the line managers sought feedback from the frontline leaders to gain insights into their experiences, challenges, and successes with implementing the action plans.

This feedback loop allowed for continuous improvement and adjustment of strategies to better meet the evolving needs of the business. By maintaining open lines of communication and actively seeking updates on the progress of the action plans, the line managers ensured that the initiatives remained on track and effectively addressed the current priorities of the organization.

### Conclusion

The organization successfully implemented a comprehensive coaching and mentoring program, integrating the GROW model to support talent development across various levels. Initially faced with manual processes that hindered progress tracking and user experience, they transitioned to PushFar, a mentoring platform, to streamline operations. PushFar's features, including goal setting and scheduling, facilitated engagement and international collaboration.

The program aimed to create a collaborative learning environment and enhance performance management, with a focus on internal coaching and mentorship. Over 2500 hours were spent mentoring frontline leaders, with significant progress in goal achievement.

Challenges such as managing daily tasks and regularizing mentorship sessions were effectively addressed through PushFar's structured approach and proactive talent development management. This technology-enabled initiative drove adoption, ensuring measurable outcomes and continuous improvement in business performance.

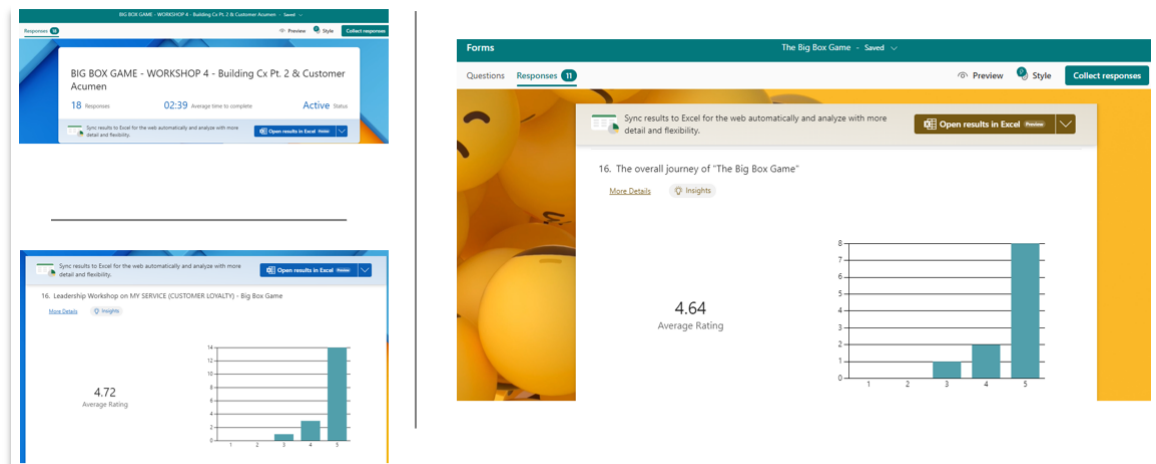


## Measurable Benefits

As per Kirkpatrick Learning Measurement model the following measures indicated program success.

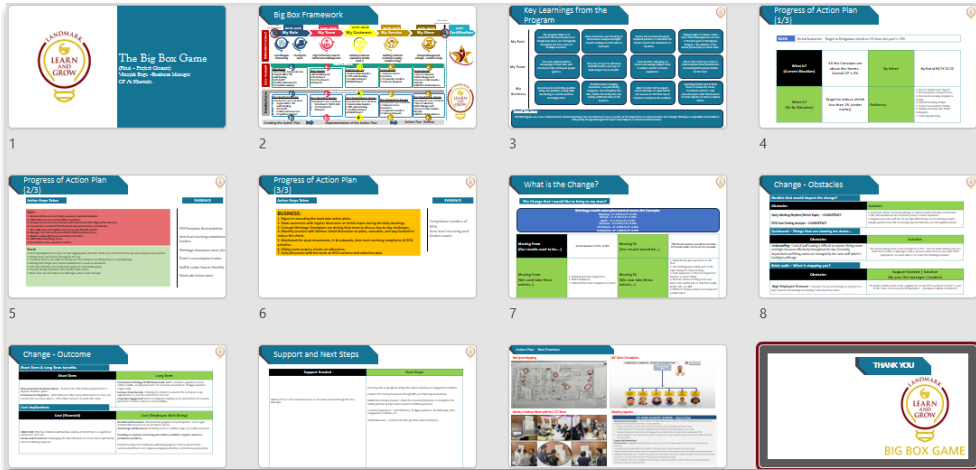
Measure	Evaluation	Conducted by	Duration	Comments
<b>Reaction</b>	<ul style="list-style-type: none"> <li>Participant's Feedback</li> <li>Stakeholder Feedback</li> <li>Line Manager Feedback</li> </ul>	<ul style="list-style-type: none"> <li>Facilitator – Evaluated during store visits</li> <li>Line Manager – Evaluated during store visits and monthly reviews</li> </ul>	At the end of each workshop and at the end of the program	Feedback NPS – Average of 4.75
<b>Learning</b>	<ul style="list-style-type: none"> <li>Business Action Plans</li> <li>Monthly Project Plans</li> <li>Final Project Presentation</li> </ul>	<ul style="list-style-type: none"> <li>Facilitator – Pre &amp; Post DISC Assessment</li> <li>Mentors – Implementation of Business Action Plans</li> </ul>	At the beginning and end of training	Average of 5% growth overall
<b>Behaviour</b>	<ul style="list-style-type: none"> <li>Success Stories from learners and line managers</li> <li>Observable changes in learners by the line managers</li> </ul>	<ul style="list-style-type: none"> <li>Facilitator – During Store Visits</li> <li>Line Manager &amp; Stakeholder – Store Visit and Final Project Presentation</li> </ul>	6 – 8 months During and after training	28% increase in the NPS scores from customers
<b>Result</b>	<ul style="list-style-type: none"> <li>Improvement in Store performance</li> <li>Improvement in individual performance</li> </ul>	<ul style="list-style-type: none"> <li>Facilitators – observation</li> <li>Line Manager &amp; Stakeholder – Store, People and Overall Business Performance</li> </ul>	6 – 8 months during training	86% of the Frontline leaders have been certified 162% ROI seen in growing talent internally

As part of the reaction in Kirkpatrick Learning, after every program feedback was taken from the learners using google forms.



Sample results from one of the workshops and the overall scoring for the program. The feedback received from the learners were over whelming and they looked forward to such programs in the future as well. Similar feedback is shared verbally by the learners when they were presenting their final project closure presentation.

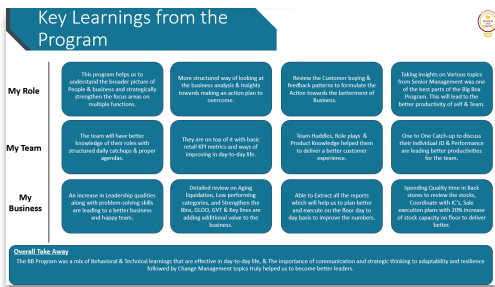
As part of the final project closure, the frontline leaders were asked to share a presentation on the progress and the results of the action plan that was signed off by the line managers at the beginning of the program.



### Sample final project completion by a learner

The final project presentation encompassed several critical elements, including an overview of the training program, a summary of key learnings, and an update on the progress of the action plan supported by relevant evidence. Additionally, the presentation outlined anticipated changes and future developments expected over the next 6 months.

### Key Learnings from the program

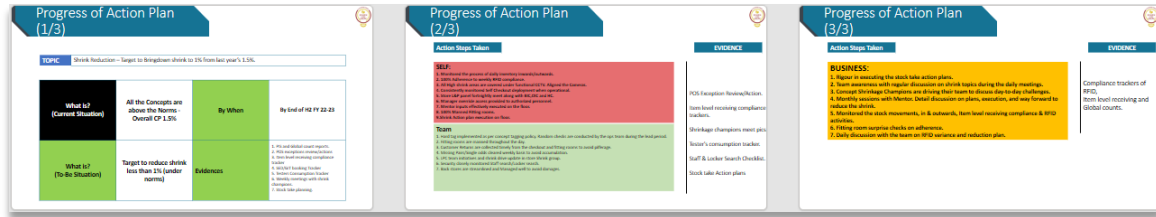


### Sample from one of the learners

In this section, each frontline leader was required to articulate their specific learnings from the program and how these insights benefited them individually. They also needed to demonstrate how the program contributed to building high-performing teams and its positive impact on the business. Additionally, they were asked to share overall feedback or key takeaways from the entire program.



### Progress of the Action Plan



### Sample progress of action plan from one of the learners

In this segment, every frontline leader was tasked with detailing their advancement with their action plan, providing supporting evidence of specific actions taken to attain desired outcomes. This included the creation of sample reports, productivity trackers, or processes aimed at enhancing customers' shopping experience across all stores. Tangible results stemming from key actions implemented by the frontline leaders were emphasized.

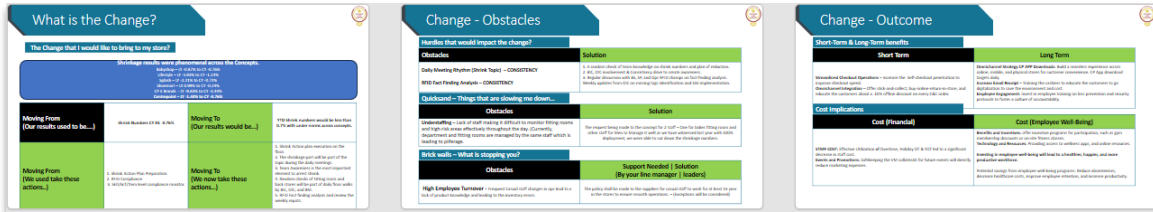
Even after completing the program, learners persist in implementing the acquired knowledge and consistently achieve desired outcomes. Illustrated in the snapshot below, a learner shares their productivity tracker, created and utilized post-workshop, which continues to be shared even after completing the final project presentation.

FW: Staff productivity tracker : week 47	755 KB	Sun 26-May-24 4:25 PM
FW: Staff productivity tracker : week 46	699 KB	Sun 19-May-24 10:23 PM
Q3 Appraisal Status 14.05.24   B1-B4   Retail and Warehouse	1 MB	Thu 16-May-24 6:08 PM
FW: Staff productivity tracker : week 45	566 KB	Mon 13-May-24 10:59 PM
FW: Staff productivity tracker : week 44	607 KB	Mon 06-May-24 10:28 PM
FW: Staff productivity tracker : week 43	474 KB	Sun 28-Apr-24 9:57 PM
Big Box final presentation	2 MB	Wed 24-Apr-24 1:19 PM
FW: Staff productivity tracker : week 42	462 KB	Tue 23-Apr-24 12:07 PM
FW: Staff productivity tracker : week 41	425 KB	Tue 16-Apr-24 12:06 PM
FW: Staff productivity tracker : week 39	350 KB	Sun 31-Mar-24 3:19 PM
FW: Staff productivity tracker : week 38	266 KB	Sun 24-Mar-24 10:06 PM

### Snapshot of a learner's continued effort to achieve results

The final segment of the project presentation focused on the changes that learners were committed to making over time, with tangible results. This approach and format were adopted from the last workshop on change management, incorporating content from Franklin Covey

Possible changes that would be made in the stores.



In this section, frontline leaders articulate the changes they intend to implement in the stores by outlining their current results, ongoing tasks, and proposed shifts in working methods. They detail new tasks to be undertaken, potential obstacles that could impede progress, and the support required to overcome these barriers. Additionally, they outline the short-term and long-term benefits of the proposed changes, along with the probable cost implications for stores or teams.

The culminating project closure presentation was delivered by brand representatives for their respective stores to a panel of leaders, including the territory head, line manager, HR head, Talent Development Manager, and a cross-brand business leader. Each participant received ratings on a scale of 5 across key areas discussed throughout the learning journey and highlighted in their final project presentation, focusing on Self, Team, Business, and Business Impact.

Big Box Game					
Evaluation Sheet					
CONCEPT/s					
Store LOCATION					
PANEL MEMBERS					
Please evaluate and rate the project on a scale of 1 to 5, with 5 representing an outstanding result, exceptional application, or groundbreaking ideas:					
ROLE IMPLEMENTATION	TEAM IMPLEMENTATION	BUSINESS IMPLEMENTATION	LEARNING	BUSINESS IMPACT	TOTAL SCORE
Demonstrates a deep understanding and application of program learnings, showing significant personal growth and enhanced leadership skills that are evident in day-to-day activities.	Effectively uses program insights to develop a high-performing team, fostering a collaborative and productive environment that exceeds performance expectations.	Leverages program insights to drive substantial positive changes in business outcomes, aligning team efforts with organizational goals and achieving outstanding results.	Learning impact observed in the participant engagement, knowledge gain, behavioral change, transferability, long-term effects.	Moved a business metric (increased sales or cost saving, or turned the business around to meet the customer's needs.)	
SCORE (out of 5)	SCORE (out of 5)	SCORE (out of 5)	SCORE (out of 5)	SCORE (out of 5)	
3	3	4	2	3	15
Scoring to be whole number out of 5. For Eg: 1, 2, 3, 4, 5					
Opportunity Areas:			Overall Comments:		

Sample evaluation sheet

Learners who clear their final project presentation are then certified as the Big Box Stores— Store Leaders.

Key Retail Terminologies and areas that are observed in the store are



- Point of Sale (POS): The location where a transaction takes place, typically involving a cash register or electronic system for processing sales.
- Merchandise: Products or goods available for sale in the store.
- Inventory: The total quantity of goods or products available for sale in the store at any given time.
- Retail Pricing: The pricing strategy employed by the store, including regular prices, discounts, promotions, and markdowns.
- Visual Merchandising: The arrangement and presentation of products in-store to attract customers and enhance the shopping experience.
- Stock Keeping Unit (SKU): A unique code assigned to each product in the inventory for tracking purposes.
- Shrinkage: Loss of inventory due to theft, damage, or administrative errors.
- Upselling: Encouraging customers to purchase additional or higher-priced items than originally intended.
- Cross-selling: Recommending complementary products to customers based on their current purchase.
- Return Policy: The guidelines and procedures for customers returning merchandise for a refund, exchange, or store credit.
- Loyalty Program: A rewards program offered to frequent customers to incentivize repeat purchases and foster customer loyalty.
- Store Layout: The arrangement of aisles, displays, and merchandise within the store to optimize traffic flow and enhance the shopping experience.
- Opening and Closing Procedures: The tasks and responsibilities performed by store staff at the beginning and end of each business day, including cash management, security checks, and store maintenance.

In retail, ATV stands for "Average Transaction Value," which represents the average amount of money spent by a customer in a single transaction. It's calculated by dividing the total sales revenue by the number of transactions.

UPT stands for "Units per Transaction," which measures the average number of items purchased by a customer in a single transaction. It's calculated by dividing the total number of items sold by the number of transactions.

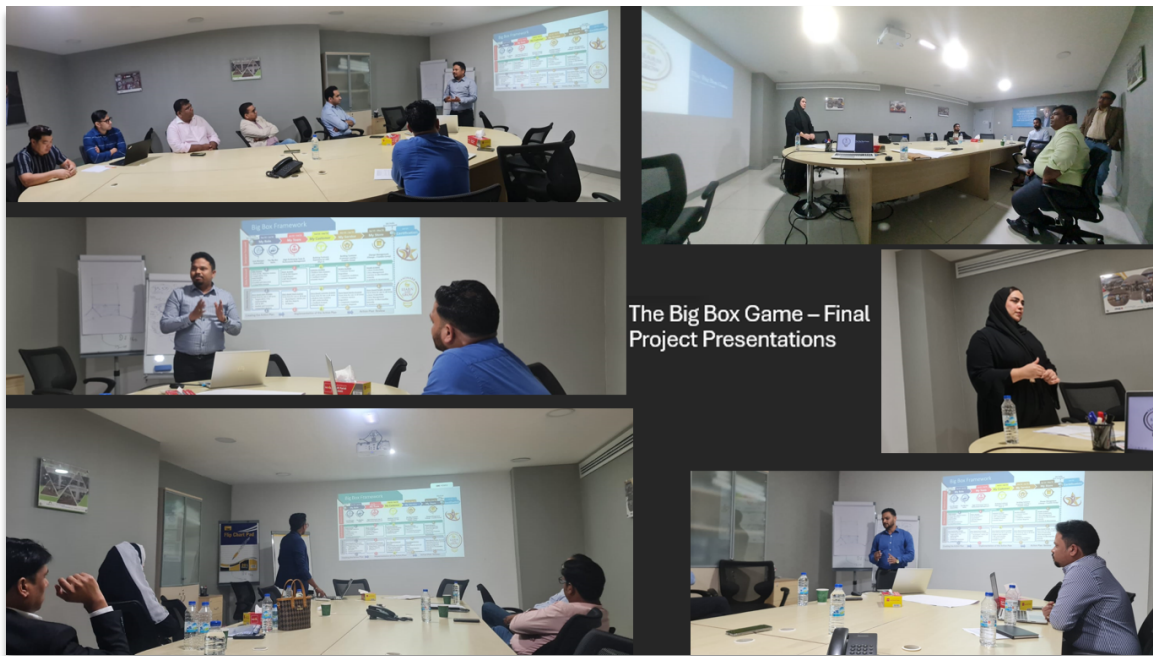
Both ATV and UPT are crucial metrics in retail as they provide insights into customer purchasing behavior, sales performance, and the effectiveness of marketing strategies. Increasing ATV and UPT can lead to higher revenue and profitability for the store.



Hence, some of these areas is where a frontline leader had to focus on while implementing their action plans.

Overall, each store or frontline leader has shown huge efforts and strides taken to achieve the results. There has been a 3% growth in ATV sales for one store, another frontline leader was able to control shrinkage and maintain the norms that were detailed as per the guidelines.

Snapshots of the Final Project Presentations by the learners



In Summary

The Big Box Game program concluded with clear Measurable benefits some of them at a an overall store level and at an organization level as observed by the Line Managers and the territory head.

Right People, Right Store

No. of Locations participated	No. of frontline leaders nominated for FY'23-24	No. of frontline leaders completed the program	No. of frontline leaders certified	Upcoming nominations for FY'24-25
3 (26 Stores)	18	14	12	3 Locations, 33 Learners that includes even High potential talent





	69% (18/26)	78% (14/18)	86% (12/14)	127% (33/26)
--	-------------	-------------	-------------	--------------

Out of the 14 frontline leaders who completed the program, 12 were certified as having the right talent and skills and have been placed in appropriate stores. The remaining frontline leaders require additional time to develop their skills and prepare for managing top stores. As part of their developmental journey, they will be assigned to smaller stores until they are ready for larger responsibilities.

Two Store managers were placed in the top stores, internally through the talent review process who were earlier identified as potential successors to the top stores. Hence, talent was grown from within the organization which is calculated to an immediate ROI of 50% from the program directly, rather than hiring talent externally.

-ROI for the Big Box ((Monetary benefits -Training Costs) /Training Costs) x 100.

-Training Costs, Program Cost : 11,000 OMR, in Omani Riyals

-Monetary Benefits : Total Estimate of Cost saved on promoting internally: 3 \* 800 \*12 months = 17800 OMR, in Omani Riyals.

Money Saved on promoting 2 frontline leaders internally : Average OMR 1000 Per month per person, saved in case we had to recruit a frontline leader externally and additional payout of salaries.

-ROI calculated in Omani Riyals :  $17800 - 11000 / 11000 * 100 = 162\%$  ROI .

### Conclusion

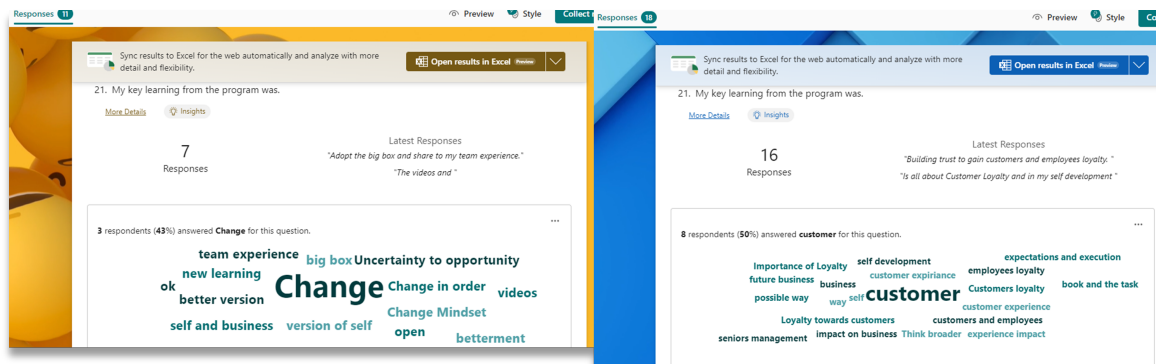
The Big Box Game program, following the Kirkpatrick Learning Measurement model, demonstrated significant success across various measures. Learners' feedback, obtained through Google Forms, consistently reflected enthusiasm for future participation in such programs, echoing verbal endorsements during final project presentations. These presentations, delivered to a panel of leaders, showcased participants' progress across key areas, with ratings provided on a comprehensive scale. Additionally, learners presented tangible evidence of action plan implementation, highlighting ongoing commitment to achieving desired outcomes. Notably, the program fostered continued implementation of acquired knowledge, as evidenced by learners' post-program efforts and sharing of productivity trackers. The final project presentations also outlined anticipated changes, leveraging content from a change management workshop, with a focus on tangible, long-term results. Overall, the program's success is underscored by measurable benefits, including improved ATV sales, shrinkage control, and talent



development, with a calculated ROI of 78% through internal promotions alone, reinforcing the efficacy and value of the initiative.

## Overall

The overall feedback on The Big Box Game program was great from the learners and from the stakeholders. Some of the feedback was highlighted during the final presentations by the learners and also observed when the feedback was shared through google forms as well.



Program feedback using google forms.

### Overall Take Away

The Big box game was one of the best professional training module I have ever attended in my career. The course material and modules are very useful and make me a better person, through this course I have got familiar with back-end team who manages the business, got opportunity to mingle and interact to understand new ideas and way of working. This kind of training will improve the morale and confidence of the employees. Thank you, L&D team and Management, for giving this wonderful opportunity.

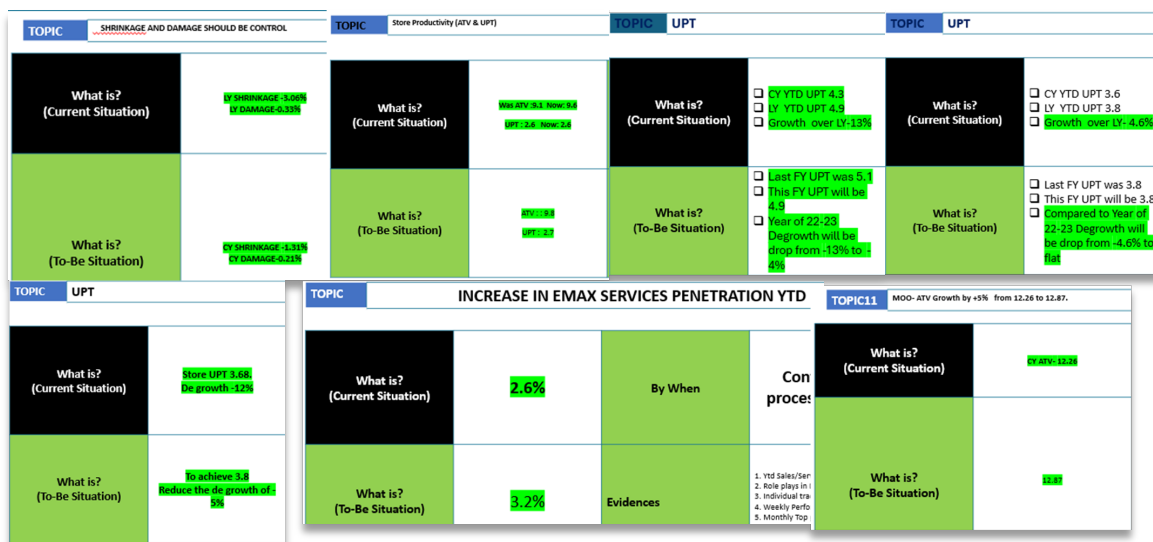
Sample feedback from one of the learners in their project presentations.

Every frontline leader has demonstrated noticeable improvements not only in executing their action plans but also in effectively managing their roles within the organization. These improvements are evident in several areas, such as:

- Enhanced Action Plans: Leaders have refined and optimized their action plans based on feedback and learnings from the program, resulting in more effective and strategic approaches to achieving their goals.
- Operational Efficiency: There has been a marked increase in operational efficiency, with leaders implementing new processes and productivity trackers that streamline workflows and improve overall store performance.



- Customer Experience: Leaders have taken concrete steps to enhance the customer shopping experience, such as developing new merchandising strategies, improving store layouts, and implementing customer service best practices.
- Team Management: Improved leadership skills have led to better team dynamics and higher levels of engagement and motivation among staff by building a collaborative and productive work environment.
- Problem-Solving: Leaders have become more adept at identifying and addressing challenges, using data-driven decision-making to implement solutions that yield positive results.
- Business Metrics: Key performance indicators, such as ATV (Average Transaction Value) and UPT (Units Per Transaction), have shown improvement, indicating better sales performance and more effective upselling and cross-selling strategies.



Snapshot of some reports from the final project presentation

Based on these results as an organization, the stakeholders and the senior leadership team are confident that the top stores are ring-fenced and the right people with the right skills are managing these stores.

**Key Findings:** For any learning program to succeed there needs to be a supportive ecosystem driving it throughout the learning journey.

1. High Learner Engagement: Learner feedback indicates a strong interest in and enthusiasm for future participation in similar learning programs, reflecting high levels of engagement and satisfaction.



2. **Effective Program Delivery:** The delivery of the program, including workshops and final project presentations, has been successful in imparting valuable knowledge and skills to frontline leaders. The program had a good blend of a facilitator that focused on the behavioral aspect and a business leader stepping in as the facilitator/subject matter expert linking the learning to their day-to-day tasks.
3. **Comprehensive Assessment:** The program's evaluation framework, based on the Kirkpatrick Learning Measurement model, ensures a thorough assessment of learning outcomes across multiple dimensions, from understanding the NPS of the learning program to the results shared by the learners during their final project presentation.
4. **Action Plan Improvement:** Frontline leaders have demonstrated improvement in developing and executing their action plans, reflecting a deeper understanding of how to achieve desired outcomes.
5. **Operational Enhancement:** Leaders have implemented new processes and tools, such as productivity trackers, to improve operational efficiency and drive performance improvements across stores. Learners continue to implement acquired knowledge and tools, such as productivity trackers, even after completing the program, showcasing a sustained commitment to improvement.
6. **Customer-Centric Focus:** Efforts to enhance the customer shopping experience have led to the implementation of new strategies and practices aimed at improving service quality and satisfaction.
7. **Leadership Development:** The program has contributed to the development of leadership skills among frontline leaders, resulting in improved team management and problem-solving abilities.
8. **Positive Business Impact:** Key performance metrics, including ATV and UPT, have shown improvement, indicating a positive impact on sales performance and customer engagement. The program has delivered tangible returns on investment, as evidenced by internal promotions and cost savings, highlighting its value and effectiveness in driving organizational growth and development.

#### Lessons Learnt:

1. **Continuous Feedback is Vital:** Regular feedback collection, such as through Google Forms, is essential for gauging learner satisfaction and improving program effectiveness.
2. **Effective Presentation Skills Matter:** The ability to deliver compelling presentations, as demonstrated in final project closures, is crucial for



showcasing learning outcomes and gaining stakeholder buy-in. The frontline leaders felt that this something that they would normally never focus on, however, through this assessment, they were able to understand the need of a compelling presentation.

3. **Action Plans Drive Results:** Well-designed action plans, supported by ongoing monitoring and feedback, are instrumental in achieving desired outcomes and driving operational improvements.
4. **Operational Efficiency Enhances Performance:** Implementing new processes and tools to enhance operational efficiency can lead to improved store performance and customer satisfaction.
5. **Customer Experience is Key:** Prioritizing the customer experience through innovative strategies and practices can drive loyalty and repeat business.
6. **Leadership Development is Essential:** Investing in leadership development programs contributes to the growth and effectiveness of frontline leaders, positively impacting team dynamics and business performance.
7. **Data-Driven Decision-Making Yields Results:** Leveraging data and key performance metrics helps leaders make informed decisions and drive measurable improvements in sales and operations. The frontline leaders were able to now understand the reason behind certain reports and how the data needed to be analyzed.
8. **Sustained Implementation Leads to Long-Term Impact:** Encouraging learners to continue implementing acquired knowledge and tools post-program fosters a culture of continuous improvement and drives long-term organizational impact.
9. **Tangible ROI Validates Program Success:** Demonstrating tangible returns on investment, such as through internal promotions and cost savings, reinforces the value and effectiveness of learning initiatives within the organization.

#### Things that would be implemented in future programs

1. **Enhanced Feedback Mechanisms:** Implement more robust feedback mechanisms, including qualitative and quantitative measures, to gather comprehensive insights into learner satisfaction and program effectiveness.
2. **Advanced Presentation Skills Training:** Offer additional training and resources to enhance participants' presentation skills, focusing on effective communication, storytelling, and stakeholder engagement.
3. **Tailored Action Planning Workshops:** Provide tailored workshops focused on action planning, with a focus on developing actionable and measurable plans that align with organizational goals and drive tangible results.



4. Leadership Development Initiatives: Expand leadership development initiatives to include more targeted training on team management, problem-solving, and decision-making skills, empowering frontline leaders to drive organizational success.
5. Empowerment of Certified Frontline Managers: Certified frontline managers will be empowered to become subject matter experts, responsible for creating and implementing micro activities in their respective stores. These activities will be designed to motivate, engage, and drive performance among their teams, ensuring sustained excellence in store operations.
6. Coaching and Mentoring Initiatives: Frontline leaders who have completed the program successfully will take on the crucial role of coaching and mentoring their peers, particularly those from smaller stores. This mentorship will facilitate the dissemination of best practices and foster a collaborative learning environment across the organization.
7. Inclusion of High-Potential Talent: High-potential talent, as identified through performance ratings, will be strategically placed in top stores over time. This approach will ensure that these key stores are managed by individuals with the right skills and potential to drive exceptional performance and achieve organizational goals, while also motivating these successors to excel further

#### In conclusion

The program's success is underscored by notable improvements in various areas, including action planning, operational efficiency, customer experience, team management, problem-solving, and business metrics. Moving forward, the integration of enhanced feedback mechanisms, advanced presentation skills training, tailored action planning workshops, and expanded leadership development initiatives will further strengthen future learning programs, driving sustained organizational growth and development.



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