****

9B21C013

ANGLO AMERICAN LEADERSHIP ACADEMY: aLIGNING GLOBAL Leadership development TO STRATEGY

Amy Moore, Verity Hawarden, and Hayley Pearson wrote this case solely to provide material for class discussion. The authors do not intend to illustrate either effective or ineffective handling of a managerial situation. The authors may have disguised certain names and other identifying information to protect confidentiality.

This publication may not be transmitted, photocopied, digitized, or otherwise reproduced in any form or by any means without the permission of the copyright holder. Reproduction of this material is not covered under authorization by any reproduction rights organization. To order copies or request permission to reproduce materials, contact Ivey Publishing, Ivey Business School, Western University, London, Ontario, Canada, N6G 0N1; (t) 519.661.3208; (e) cases@ivey.ca; www.iveycases.com. Our goal is to publish materials of the highest quality; submit any errata to publishcases@ivey.ca. i1v2e5y5pubs

Copyright © 2021, Ivey Business School Foundation Version: 2021-04-08

On September 14, 2019, Desray Shuck, head of Leadership Development at Anglo American plc (Anglo American), was waiting to board the South African Airways[[1]](#footnote-1) evening flight from Johannesburg to London. She had just attended Accelerators, one of the newly created Leadership Academy’s talent programs, following a full program redesign. The Accelerators program was delivered to global talent, and the design included learning in a classroom environment and via external excursions, personal development coaching, and individual and group projects. The group projects concluded the final day of the program, with presentations delivered to a panel of senior leaders and executives.

As Shuck waited, she thought back to some delegates’ comments about their learnings and the impact of the course. In particular, two delegates presenting on the concluding day referenced Anglo American’s operational frameworks and its application of these concepts to the program projects. Another delegate shared the tangible changes and benefits realized through another project, a Debmarine Namibia[[2]](#footnote-2) initiative of sharing sediments, which resulted in a cost saving to the company.[[3]](#footnote-3) Currently, Shuck’s team was redesigning the measurement dashboard for all programs globally. Shuck pondered how they could assess impact: Were they considering the measurement of the right things, linked to Anglo American’s strategy? Would they be able to capture these small stories, which also indicated impact? What might they be missing?

ANGLO AMERICAN OVERVIEW

Founded in South Africa in 1917, Anglo American was a global diversified mining multinational. In 1999, it moved its primary listing to the London Stock Exchange, retaining a secondary listing on the Johannesburg Stock Exchange. In 2019, it had operations across six continents and employed approximately 63,000 people worldwide.[[4]](#footnote-4) Anglo American’s purpose was to reimagine mining to improve people’s lives. The company had a wide portfolio of global mining operations that serviced both developed and mature economies. For the fiscal year ending December 2018, the company reported underlying earnings before interest, taxes, depreciation, and amortization of US$10 billion[[5]](#footnote-5) and operating profit of $6.2 billion.

Historically, the head office of Anglo American South Africa Limited had been based at 44 Main Street in Johannesburg before the company moved its primary listing to the United Kingdom. In South Africa, the company mined, processed, and marketed platinum, thermal coal, iron ore, and diamonds throughout the country. Based in South Africa, Anglo American Platinum Limited, a member of Anglo American, was the world’s leading major producer of platinum and produced approximately 37 per cent of the world’s newly mined production of the entire range of platinum group metals, which included platinum, palladium, rhodium, ruthenium, iridium, and osmium.

Anglo American’s diamond interests were represented by an 85 per cent shareholding in De Beers Group (De Beers), the world’s leading diamond company. The remaining 15 per cent was owned by the Government of the Republic of Botswana. De Beers and its partners produced approximately one-third of the world’s rough diamonds, by value. Anglo American recovered diamonds from four countries: Botswana, Canada, Namibia, and South Africa. Anglo American had been operating in South Africa for more than 130 years.

The Anglo American board, which met in London, provided leadership to Anglo American and was responsible for its long-term success. In 2019, the 12-member board, which included four women, comprised the chairperson, three executive directors, and eight independent non-executive directors. The organization’s Group Management Committee, based in the United Kingdom, was responsible for formulating strategy, setting targets and budgets, and managing Anglo American’s portfolio.

NEW LEADERSHIP DEVELOPMENT ROLE

In July 2017, Shuck took on the global role of head of Leadership Development for Anglo American, based in London. The role was designed to “lead Group-wide leadership development solutions supporting the Anglo American Group strategy”[[6]](#footnote-6) by providing “advice to leaders in the Group on how to resource, identify, develop and retain a diverse internal and external talent pool required to achieve business objectives.”[[7]](#footnote-7) This talent pool represented approximately 20 per cent of Anglo American’s workforce. Shuck’s role was a new one, part of Group Human Resources, under the director of People and Organisation, Didier Charreton.

Shuck’s education included an undergraduate degree in mathematics and computer science and a master of business administration (MBA) degree. Following completion of her MBA, she formed her own management consultancy that specialized in the design and rollout of development programs, with a particular focus on women in leadership. Working as a coach and facilitator, one of her clients was Anglo American, and in 2015 she was headhunted to Anglo American’s Centre for Experiential Learning to work in the Business Improvement (BI) division. Her role in BI was dedicated to rolling out the Anglo American operating model to the various business units in South Africa, which gave her a good opportunity to understand the company’s overall vision and operating principles as well as the practical operational reality of different business units. When the leadership development role was offered to her, it was attractive, as she could see an opportunity to develop a global cohesive leadership and a people development strategy that was aligned to the Anglo American strategy, values, and vision.

EVOLUTION OF THE LEADERSHIP ACADEMY

The thinking behind Shuck’s new role was based on the fact that, prior to July 2017, each Anglo American business unit (BU), each region, and each geography had its own learning and development offerings and strategy. Shuck saw her new role as presenting an opportunity for more cohesion and leveraging of best practices, so the first thing she did after accepting the position was to collaborate with the Center for Creative Leadership (CCL), a global non-profit provider of leadership development. Shuck collaborated with the CCL in Johannesburg—in particular, with Liora Gross, the CCL’s general manager for sub-Saharan Africa. The CCL assisted Shuck and her team (which was initially spread between the United Kingdom and South Africa, and later Australia) with thinking about the overall leadership architecture—the relationship between Anglo American’s business strategy, levels of work, leadership programs, and program outcomes. Part of that was an assessment of the current “what is,” for which the CCL helped the team map out its current state of leadership and development offerings. The CCL then recommended how Anglo American’s current offering might align with its new architecture, as well as what to keep, what to drop, and what to change.

Gross and her colleagues worked with a CCL thinking framework that looked at Anglo American’s business strategy, vision, mission, strategic objectives, and current leadership strategy. The approach was then to interpret the information that the CCL received from its engagement methodology—which included global interviews with strategic stakeholders (some completed by the CCL, some completed by Shuck); workshops; desktop research; and testing and retesting the pillars to check the accuracy of what they had heard—and then to translate the information overall. The whole process took three months. Thereafter, the CCL developed some high-level pillars of recommendations for Anglo American’s leadership architecture. The pillars took into account the direction of the overall global business and the values underpinning those behaviours; the expected levels of work and levels of decision-making complexity and accountability within the organizational structure; the core strategic capabilities needed to future-proof the organization; and, lastly, the translation of learnings (i.e., how to create applicable learnings) and the expected impact of these learnings.

Shuck found that the current “as is” assessment indicated that Anglo American had good, solid programs with much rigour. However, the engagement research indicated isolated pockets of excellence in different programs globally, with limited alignment to strategic objectives. Most importantly, Shuck wanted to ensure that any future programs were consistent—in particular, that they linked to Anglo American’s values and focused on value creation with innovative solutions for the specific environment in which they operated. Shuck then engaged with the global 15-strong human resources (HR) leadership team (see Exhibit 1) and had one-on-one sessions with each team member, asking, “What would you expect from a Leadership Academy? What would be ideal? What is your definition of success? What has been missing?” From there, she determined that their needs were consistency (confirming what she already thought), coherence, and, Shuck thought, a more exciting need—aspiration. Shuck wanted an invitation from the Leadership Academy to mean something; she wanted it to signify importance.

CORE THEMES ACROSS ALL LEADERSHIP PROGRAMS

For Shuck, coherence meant a need for programmatic offerings for Anglo American employees at each level at which they operated—from Level of Work I to Level of Work V (see Exhibit 2 for level descriptors). Employees needed to be able to observe their progression through different levels. Consistency was reflected in having similar core areas through each level. Shuck explained:

We thought through the skills and the competencies that we needed to be building, and we mapped that out according to the different levels. We have a capability matrix, based on Ian MacDonald’s systems leadership,[[8]](#footnote-8) so we looked at the different levels to establish what the capabilities were that were needed at each level. Our capability matrix is divided into five elements of capability—mental processing ability, knowledge, technical skills, social process skills, and application [see Exhibit 3]. Application just considers whether you do the work.

Furthermore, Shuck and her team consulted with other stakeholders, and read and analyzed international leadership trends. From this research, they proposed seven themes for all future programs: (1) leadership identity and purpose; (2) industry leadership; (3) safety leadership; (4) innovation and digitalization; (5) strategic execution; (6) partnering for social, community, and customer commitment; and (7) ownership of accountability. Understandably, these themes would be discussed in varying degrees of depth or length, depending on the level of the program. The themes were then tested with Anglo American’s HR partners, who represented different BUs across the globe and could see the common thread in the overall proposal.

Lastly, Shuck believed that naming conventions were very important: program names needed to build on each other. The first level program was named Achievers (for Level of Work I employees), followed by Accelerators (Level of Work II), Connect (a conference aimed at Levels of Work II and III), GameChangers (Level of Work III), FutureShapers (Level of Work IV), and Re-Inventors (Level of Work V).

EXECUTIVE STAKEHOLDER BUY-IN

Shuck’s initial role specification was overseeing the leadership development of Anglo American and liaising with General Management Committee (GMC) members and suppliers. However, following her team’s research, Shuck realized a broader organizational need for more coherence in the leadership strategy. To obtain buy-in from her senior stakeholders for the additional investment required for this new leadership program strategy, she composed a concise three-page leadership development strategy that was presented to the GMC in November 2017. The paper outlined the rationale:

Anglo American has made significant progress in value creation with the introduction of new strategic, operating and organizational models as a response to profitability challenges in the mining sector. Looking forward, Anglo American will continue to consider scenarios in the future of mining as disruptive technological forces may further reduce costs, optimise mining processes, and enhance product specialisation and end-customer services. . . . Increasingly leaders will be required to embrace innovative mindsets which will see them adopt an entirely new paradigm in the context of social and environmental demands. Expectations for leadership learning and adaptability require engagements to provide strategic direction whilst developing capability aligned to our organizational model.

The leadership development need [therefore] is to create programs and supporting processes that are best in class and include innovative solutions for our specialised environment. . . . The aim and intention of the proposed leadership development strategy is two-fold: the first is to deliver results by linking leadership challenges with business impact whilst focusing on the key shifts that need to take place in our business. The second is to prepare leaders and talent groups for a different future in mining.[[9]](#footnote-9)

The proposal was ratified, with a specific budget allocated for an initial pilot in 2018.

DEVELOPING PARTNERSHIPS WITH SERVICE PROVIDERS

Once she had achieved buy-in from the GMC, Shuck’s next step was to decide which service providers would help to further design and then deliver the intended programs. The initial Leadership Academy team members—Andrea Hardie (leadership development practitioner, based in Johannesburg), Gloria Joaquim (leadership development program officer, based in London), and Jeanine van Rooyen (learning and development analyst, based in Johannesburg)—wanted to form long-term relationships with highly professional suppliers and with industry leaders who had an understanding of mining. It was also important to have suppliers from different regions and with specific areas of expertise.

Shuck knew that technology would be a key part of the program experience, especially for programs at more senior levels. She engaged with BTS Group (BTS), a Swedish organization with offices across the globe, known for its customized simulations. Director Matthew Smith explained that the BTS approach was to engage with clients to understand the impact that the client envisaged and the shifts and changes the client expected in the target population as a result of the program. After this initial understanding, BTS interviewed as many senior executives in the organization as possible; for this stage of the project, 38 interviews were held. The aim of the interviews was twofold: to understand the Anglo American strategy and to review how it was being translated into the different BUs and functions. Through this process, they understood that, for instance, De Beers would require a different approach in strategy execution from another BU such as Anglo Coal. The next step in the process was to better understand the “how”: the leadership skills or capabilities required to achieve the “what.” To accomplish this, BTS used focus groups with the target audience to compare the senior leadership interviews, and ran the information through the BTS analytical models to see whether the different levels led to alignment or a mismatch. As a result of this intervention, they formulated a concept of their recommendation for the program, which would enable them to determine the conversations that might be needed in the simulated experience to drive the intended learning. In particular, the BTS approach tried to understand participants’ needs and then drive the participants to commit to actions that aligned to the different pillars of the Anglo American strategy and that they would implement on the job.

It was this level of thoroughness and understanding of the business that Shuck was looking for in working with stakeholders. Duke Corporate Education (Duke CE), a global provider of non-degree custom executive education, affiliated with Duke University in the United States, was engaged with developing the content for FutureShapers. The former managing director for Duke CE Europe explained that Duke CE focused on thinking through business impact by trying to establish what changes were needed in the business, how to recognize when these changes were happening, and where in the business those changes would be seen. The Duke CE team believed that this thinking would deliver strategic results and that business impact was priority one. The second layer was then to determine what needed to happen—what behaviours or mindsets (or both) were needed—to help those changes, and whether more or less was needed. The Duke CE team held conversations with board members, participants, general managers, and line managers. They ensured that multiple people worked on the design and fine-tuned it. They knew that the closer the program was to the business and the business leaders, the better off the outcomes would be. The Duke CE team thought that it would take a visionary such as Shuck to enable and encourage the program to happen (which would lead to the best outcomes), but one had to be ambitious and visionary to make it happen.

Not all of the service providers had this level of professionalism according to Shuck: “Don’t come to a meeting with something that is printed incorrectly or is stapled and not bound. We have a different level of how we would expect a supplier to engage with us. Some companies are more relaxed but we are not, after our 101 years. And we expect that of ourselves and our partners.”

Some potential service providers “only conducted a few interviews so their ideas were very superficial,” Shuck said. After extensive research and design, the Leadership Academy team decided on its core suppliers and looked further at the detailed design for each program (see Exhibit 4).

INTEGRATION WITH STRATEGIC INITIATIVES

Shuck wanted to ensure that Anglo American’s strategic initiatives were embedded through the programs in different ways. On a high level, these initiatives included (a) the embedding of the operating and organizational model and the sustainability management plan, (b) P101 (future smart mining), (c) the elimination of fatalities, (d) the Team+ approach,[[10]](#footnote-10) (e) the 70-20-10 approach,[[11]](#footnote-11) and (f) using data analysis to make decisions. As an example, the Achievers and Accelerators programs started every morning in the classroom with a “values share,” which provided an opportunity to discuss organizational values, including safety and best practices. If delegates found any situation to be unsafe, they were encouraged to practise “SLAM” moments: stop, listen, assess, and manage. Through the Accelerators journey, and in line with Team+, delegates were shown how to implement practical ideas that would encourage behavioural change toward a team approach. Sustainability was a large focus for GameChangers, with site visits to a waste and water facility and vegetarian food being served at meals. Transformation was “knit into every single conversation of the FutureShapers course, from focusing on the individual’s personal presence, sense of purpose and ability to convey and communicate and translate that for others.”

Throughout all of Shuck’s conversations with suppliers, she knew that behaviour change, shifting mindsets, or driving leadership capability was not just a three-day or a once-off approach. Equally, she wanted to drive learners’ agency, encouraging students to take responsibility for and engaging with their learning. All programs required (a) content to be read before the program started, (b) individual and group projects between modules, and, often, (c) coaching to support the translation of learnings into action. This overall approach helped to support the 70-20-10 organizational philosophy, which stated that individuals learned through a combination of 70 per cent challenging assignments, 20 per cent developmental relationships, and 10 per cent coursework, lectures, and classroom conversation.

SECURING ADDITIONAL ORGANIZATIONAL BUY-IN

Shuck used the opportunity of the senior leadership conference in March 2019 to launch the Leadership Academy: “There were four things highlighted at that conference, and the Leadership Academy was one of those areas. It felt like we had made it, we had arrived. Four hundred senior managers attended the conference, and I used the breaks as an opportunity to communicate what we were doing.”

Her team[[12]](#footnote-12) also developed a one-page schematic to illustrate the Leadership Academy offerings so that HR partners could have conversations with other people. Shuck was in awe of her team’s one-pager, knowing how much it had helped to enable organizational conversations. She further explained:

We are trying to collaborate as much as possible. I don’t want to tell anyone “this is what you will do”—I think if we have a compelling enough offering, other business units will want to work with us and have us run their leadership development, not run their own programs. That will help to ensure consistency throughout.

FUTURE OFFERINGS FOR THE LEADERSHIP ACADEMY

Shuck knew for the programs to have maximum impact they also needed a broader reach to Anglo American employees. The current design enabled 404 employees to attend all of the five programs annually. However, the pool of potential attendees was significantly larger, approximately 20 per cent of the number of people per band. Bands in the Anglo American context linked to different levels of work and associated salary ranges. The team was considering running a regional Achievers program in South America and Accelerators programs in Singapore, Australia, and South America, working with business schools in the region around similar content. An “Academy Lite” program was being discussed and researched, with core pieces of the Achievers program intended to be filmed and made available online. And a women’s leadership pilot was due to start for bands 5 and 6 (correlating to Levels of Work II and III, respectively) for individuals within South African business units (see Exhibit 5 for overall Academy timelines).

Coaching and mentoring would be the next focus for the Leadership Academy, with more senior individuals such as FutureShapers coaching and mentoring more junior colleagues, “paying it forward two levels below,” said Shuck. “That’s the part that we need to continue to focus on—are we keeping the momentum, making it big and ambitious enough? Are we pushing the envelope enough? Listening enough? Developing the right skills for the future?”

USING METRICS TO ANALYZE IMPACT

Data analysis was a key theme in the Anglo American operating model, using information to make decisions and then analyzing and improving actions to sustain changes. Shuck had brought in a new team member, Hannah Corry, a leadership development principal based in Australia, to help develop the dashboard for the Leadership Academy. Corry explained that while it was still a work in progress, they were looking across four dimensions of impact: self (leader capability), team (engagement and effectiveness), organization (value creation toward the organization’s “burning ambition”), and society (contributing to human capital and sustainable communities).

However, Corry added that part of the complication was that they were trying to tie organizational team engagement scores within Anglo American to a delegate and the programs, as the team wanted to see if attending Leadership Academy programs had an impact on individual and team engagement. Anglo American had also moved toward a team-based performance management philosophy; therefore, team-based performance indicators were important. They currently did not have the visual presentation for reports that they would like to use. It was important that people understood their measurements for both team performance and for their programs, and to ensure that they were measuring the right things. She confirmed that they wanted future program measurement systems to be automated, using some of their operating model principles such as control charts and histograms to report back to the business. Corry acknowledged that “It is also important to quantify return on investment, given the significant spend on developing our future leaders.”

NEXT STEPS

Shuck was grateful to be boarding her flight to return to her home base in London. She thought about all the travel that she had done over the past year and chuckled about the “international travelling may be required” comment in her initial job description. Over the past year, she had been travelling at least two weeks a month. May had been particularly intensive, as she had slept only four nights at home that month. Because 2019 represented a redesign and launch of all the new learning content, she felt she needed to be present to see in person how the design was launched and whether the programs were executed according to the design intention.

She was pleased with what she had seen over the past few months in terms of program uptake and execution. The changes that had been made seemed to add significant value to the overall organization. However, she equally knew that measurement was important, and she wanted to ensure that the dashboard they were considering was measuring the right things. What else could also indicate impact? What else should they be looking at? Whom else should she engage with in this process?

EXHIBIT 1: ANGLO AMERICAN HUMAN RESOURCES LEADERSHIP TEAM ORGANIZATIONAL CHART

| **GMC** | Group Director of People and Organisation |
| --- | --- |
| **Business Units** | HR Brazil |
| HR DeBeers |
| HR Coal AU |
| HR Platinum |
| HR Base Metals |
| HR Marketing |
| HR KIO |
| HR Coal SA |
| HR Peru |
| **Group Functions** | HR SA |
| HR Corporate Relations |
| Organisational Effectiveness |
| HR Technical |
| Talent and Learning (Shuck’s division) |
| Reward |
| HRLT Secretary |

Note: GMC = General Management Committee; HR = Human Resources; HRLT = Human Resources Leadership Team.

Source: Desray Shuck.

EXHIBIT 2: anglo american’s LEVEL-OF-WORK DESCRIPTORS

| **Level of Work** | **Band** | **Descriptor** |
| --- | --- | --- |
| I | 7–10 | Able to see how something can be improved as it is being worked on. A touch-and-feel approach to making something work better through practical, concrete, and frequently subtle adaptations. Can constructively contribute to group sessions in their work area that help to generate ideas for improvement. Shows curiosity and an openness to experience and questioning. |
| II | 6 | Continuously improves part of a system or systems. Focuses on better processes and procedures and on how to keep adapting things to context, changing circumstances, and resources available. Orientation is toward solving problems for the “customer” and asking, “How does this improve the quality of the product/service for the customer?” Considers how a fresh approach and “another look at something” might get a better result. Is open to experiment with solutions that have not traditionally been carried out in Anglo American. Is able to explain/demonstrate improvement ideas to others and to incorporate the suggestions of others into their approach, where appropriate. |
| III | 5 | Can take a view across an entire system and consider how to optimize it through incremental improvements so that it is the best it can possibly be. Open to introducing new methods. Able to imagine possible new practices and consider how things could be done in an entirely different way. Using an approach that is systemic and ongoing—joining the dots across an entire system. Actively seeks out new experiences and contributions from best practice in their field, and incorporates these learnings into their part of the organization in a “best fit” approach (i.e., within constraints such as budget and taking into consideration interfaces with other systems). Affiliates with others who can provide input and guidance, and might even change their perspective. |

EXHIBIT 2 (Continued)

| **Level of Work** | **Band** | **Descriptor** |
| --- | --- | --- |
| IV | 4 | Able to take the strategic direction provided at Level V to design and develop the new systems and practices required to deliver a new direction in the future while also ensuring continuity of operations in the present. Approach is one of innovation, bringing into being something that is not there at the moment, frequently including intangibles or elements that are difficult to quantify in financial terms. Often involves trade-offs across systems and may include decisions to stop current practices that no longer add value. Considers change with a more strategic view, beyond current operations and out into the future, so that potential impacts further down the line are anticipated and solutions are built into systems now to, in effect, “future-proof” them. Appreciates that the human cost of change and innovation forms an important part of the decision-making process and the risks that need to be managed. |
| V | 3 | Provides strategic direction by creating and nurturing links with the outside world, predicting changes to business context and environment, and encouraging the necessary breakthrough thinking within the organization to ensure its sustainability over the long term. Often concerned with bringing into the organization completely new knowledge and learning, for which there is no previous experience or existing road map. Able to weave and hold together all the separate systems and elements of the organization into an integrated whole in order to position the relevant new concepts and present them as a “complete” vision for different groups of stakeholders. |

Source: Adapted from information provided by Desray Shuck.

EXHIBIT 3: anglo american’s CAPABILITY MODEL

| **Mental Processing Ability** | **Knowledge** | **Technical Skills** | **Social Process Skills** | **Application** |
| --- | --- | --- | --- | --- |
| How an individual orders and processes information. The ability to pattern and construe the world in terms of scale and time. | What an individual knows and has learned, either through formal study or self-generated education. | The use of knowledge in a practical way. Activities using tools and process that individuals learn to do in a proficient way through practice. | The ability to have productive and appropriate person-to-person interactions through an understanding of social behaviour and situations. | An individual’s drive and determination to apply additional elements of capability in an effort to complete work. |

Source: Adapted from information provided by Desray Shuck.

EXHIBIT 4: SERVICE PROVIDERS FOR anglo american’s PROGRAMS

| **Organizational Level** | **Leadership Academy Core Programs** | **Service Provider** | **Program Description** | **Format** |
| --- | --- | --- | --- | --- |
| LoW V | Re-Inventors | Plans not confirmed |  |  |
| LoW IV | FutureShapers | Duke Corporate Education | FutureShapers aims to expand value through effective strategic execution, leveraging financial performance, inspiring talent, and catalyzing change. | 1 cohort annually  (3 × 5-day program, 32 delegates per cohort)  Location: Module 1, Shanghai, China; Module 2, Belo Horizonte, Brazil; Module 3, Oxford, England |
| LoW III | GameChangers | University of Cambridge, BTS Group, and the University of Queensland | The Anglo American Sustainability Leadership Program will develop informed, skilled, and effective managers who can lead ambitious change to respond to social, environmental, and economic challenges in ways that create long-term value for stakeholders and deliver results in line with Anglo American’s purpose, values, strategy, and burning ambition. | 2 cohorts annually  (2 × 5-day program, 36 delegates per cohort)  Location: Module 1, Stellenbosch, South Africa; Module 2, Santiago, Chile |
| LoWs II and III | Connect (for LoWs II and III) | Gap International and BTS Group | Connect will provide an opportunity for leaders to engage with future-focused content and future business challenges, while building rich networking opportunities with fellow delegates and senior leadership. | 1 cohort annually  (1 × 4-day program, 100 delegates per cohort)  Location: 2018, 2019, Dublin, Ireland; 2020, 2021, Berlin, Germany (2020 cancelled) |
| LoW II | Accelerators | Gordon Institute of Business Science | Accelerators are managers with valuable skills and knowledge to lead excellence in a global mining company and contribute to the delivery of our purpose. | 3 cohorts annually  (3 × 5-day modules, 40 delegates per cohort)  Location: Johannesburg, South Africa |
| LoW I | Achievers | Gordon Institute of Business Science | Achievers extract their personal and interpersonal skills and, with business acumen, prospect ways to function effectively with impact. | 2 cohorts annually  (2 × 5-day modules, 40 delegates per cohort)  Location: Johannesburg, South Africa |

Note: LoW = Level of Work.

Source: Compiled by the authors.

EXHIBIT 5: TIMELINE OF THE EVOLUTION OF THE LEADERSHIP ACADEMY

| **Date** | **Milestone** |
| --- | --- |
| July 2017 | Desray Shuck started role |
|  | GMC and HRLT conversations |
| November 2017 | Buy-in from GMC |
| January 2018 | Conversations initiated for GameChangers |
| May 2018 | Concept of Academy launched at Connect event (band 5) |
| October 2018 | FutureShapers first cohort |
| February 2019 | Redesign of Achievers, Accelerators, and GameChangers |
| March 2019 | Launch of the Academy |
| March–November 2019 | Delivery of new programs |
| November 2019 | Launch of coaching and mentoring |

Note: GMC = General Management Committee; HRLT = Human Resources Leadership Team.

Source: Content from interviews cited in the case.

1. South African Airways was the preferred flight provider for Anglo American employees. [↑](#footnote-ref-1)
2. Debmarine Namibia was a joint venture marine diamond prospecting and mining company, owned in equal shares by the Namibian government and De Beers. [↑](#footnote-ref-2)
3. Angelique Mare, Accelerator Learning Design senior manager, email message to Amy Moore, September 20, 2019. [↑](#footnote-ref-3)
4. Anglo American, *Integrated Annual Report 2018*, 2019, accessed February 29, 2020, www.angloamerican.com/~/media/Files/A/Anglo-American-Group/PLC/documents/aa-annual-report-2018.pdf. [↑](#footnote-ref-4)
5. All dollar amounts are in US dollars. [↑](#footnote-ref-5)
6. “Role Profile, Anglo American, Head of Leadership Development,” provided by Desray Shuck. [↑](#footnote-ref-6)
7. Ibid. [↑](#footnote-ref-7)
8. Ian MacDonald, Catherine Burke, and Karl Stewart, *Systems Leadership: Creating Positive Organisations*, 2nd ed. (New York: Routledge, 2018). [↑](#footnote-ref-8)
9. GMC briefing document, 2017, provided by Desray Shuck. [↑](#footnote-ref-9)
10. A large initiative in the organization was moving from an individual approach to a team approach (called Team+). [↑](#footnote-ref-10)
11. The 70-20-10 approach, developed by the CCL, referred to the types of experiences in which individuals learn: challenging assignments made up 70 per cent of learning; developmental relationships, 20 per cent; and coursework and training, 10 per cent. “The 70-20-10 Leadership Rule,” Center for Creative Leadership, accessed March 25, 2020, www.ccl.org/articles/leading-effectively-articles/70-20-10-rule/. [↑](#footnote-ref-11)
12. Team members included Hannah Corry (leadership development principal), Andrea Hardie (leadership development practitioner), Gloria Joaquim (leadership development programme officer), and Jeanine van Rooyen (learning and development analyst). [↑](#footnote-ref-12)