Building a culture of collaboration, through action learning.

At scale.
EXECUTIVE SUMMARY

Norway’s financial services group DNB entered the 2020s on a high note of best-ever quarterly performance; a highly diverse workforce; and great strides in rolling out innovative services. Nonetheless, its top management was conscious that the company needed to strengthen the way it collaborated along functional and divisional lines. The challenge of sustaining the group’s position of competitiveness and strength, built on continually launching and improving end-to-end customer solutions, demanded that DNB up its game in working as One DNB.

Teaming up with IMD - a long-term partner known for highly customized interventions, DNB committed to an action-learning approach. The goal was to engage leaders at all levels simultaneously and at scale - as a single cohort of 230. This aimed to trigger collective insights and new best practices for collaborating. The central vehicle was shadowing, i.e., observing a peer from another department interact with their teams and customers, conduct meetings, solve problems, and innovate. Supported by 28 coaches (IMD coaches and DNB coaches who underwent a train-the-trainer session), this silent observation crafted new insights, habits, and behaviors that were transferred across business units. Steadily chipping away at barriers to collaboration, the learning progressed from the self (“I”) to pairs (“You”), to cross-functional teams (“We”), and was ultimately applied to the entire organization (“One DNB”).

DNB’s leaders have emerged from the journey with a renewed sense of empathy across business units – a recognized key ingredient of collaborating effectively. The program’s design allowed them to experience and understand the many ways in which the actions of the “I” affect the other parts of the organization. They now view DNB as a dynamic, living organism that changes in tandem with its teams and employees.

Thanks to this new understanding of the bigger company picture, 11 months after the program 2/3 of participants say they are better equipped both to make process improvements and to contribute to more effective end-to-end customer journeys. 91% are collaborating better across the organization; while 86% are using specific learning content in their day-to-day work. Equally encouragingly, many are taking the initiative to continue pair shadowing with colleagues and internal customers.
INTRODUCTION
INTRODUCTION

The future is co-created.

In the financial services industry, this is also true of the present. Customer expectations with respect to technologies and analytics demand that service providers offer end-to-end solutions grounded in real-time data, trust, convenience and additional user benefits. Such solutions can only be developed by cross-functional, customer-centric, highly collaborative teams. However one views these trends, it is clear that silos and other divisions have outlived their usefulness.

It was a quest to catalyze this new quality and culture of collaboration that led the DNB financial services group to partner with a learning and development provider. In 2021, DNB and IMD jointly launched an action learning-based program, involving hundreds of DNB leaders and their teams, to foster cross-functional collaboration at scale.

About DNB ASA

DNB ASA is Norway’s largest bank. Established in 1822, DNB has been an acknowledged innovator, providing a comprehensive range of financial services. Over the past decade, the company has more than doubled its equity to NOK 248 billion (£24.1 billion) as at end 2020. With 34% ownership by the Norwegian government, DNB keeps not only the wheels of commerce turning but also those of an entire nation – as well as other Nordic countries.

About IMD

The International Institute for Management Development (IMD) is an independent academic institution with Swiss roots and global reach, founded 75 years ago by business leaders for business leaders. Since its creation, IMD has been a pioneering force in developing leaders who transform organizations and contribute to society.

Based in Lausanne and Singapore, IMD has been ranked for more than 15 consecutive years in the top 5 of the FT’s Executive Education Global Ranking and #1 in the world for open enrolment programs for nine consecutive years. IMD’s custom programs are co-created with selected companies to help them build new capabilities and address their most significant business challenges.
The Challenge
THE CHALLENGE

The only way to deliver on strategy: Pull together as One DNB.

Nothing succeeds like success:

• DNB is Norway’s biggest bank and its most innovative bank in 2020.
• It has nearly tripled its capital level since the 2008 financial crisis.
• Ranked by the Financial Times as Europe’s most inclusive company in the banking and financial services sector.
• Most-liked bank among young people.
• Its annual results delivered in January 2020 were the best in the Group’s history.

Was this really a company in need of change? Transformation? Leadership 2.0?

The answer is YES. Entering the 2020s, DNB’s top management was aware of the huge and ever-increasing complexity of the financial services market and the regulations governing it. It was also aware of its customers’ changing expectations.

These external pressures were matched only by DNB’s internal ambition to live up to its many accolades. It needed to continue to develop world-class, end-to-end customer experiences, roll out exciting technology in areas such as mobile savings, voice payment and fully automated loan decisions. DNB’s management was conscious that retaining its clientele meant providing unquestionably the best experience and anticipating customers’ needs.
RACE 4 THE FUTURE:
From "bank with digital" to digital bank

Bearing all these challenges in mind, in mid-2020, at the height of the onset of the COVID-19 pandemic, DNB launched its new corporate strategy, titled RACE 4 THE FUTURE (RACE4TF) (Figure 1). The health crisis further accelerated current trends of tech advances, digitization and new ways of working. The path forward involved picking up the pace of innovation, maintaining a vibrant technology platform, and thinking and acting like a tech company in terms of customer experience, innovation, automation, working methodology, new business models, third-party collaboration, use of data and obtaining the right skills mix.

“With a phone in your pocket, you are covered for the rest of your financial life.

DNB Participant

Figure 1: DNB's Race 4 The Future strategy
The ultimate goal: One DNB, rooted in a new quality of collaboration and learning

DNB had identified three values that would support execution:

- **Curious**: Continuously learning from one’s experiences in order to gain new insight.

- **Bold**: Facing up to challenges with the conviction that the best ideas and solutions are within reach.

- **Responsible**: Listening to those who have insight. Proving capable of change. Creating value in a sustainable way.

Although these values were lived by many leaders within the bank’s functions, they remained aspirational across functions. It quickly emerged that strengthening them couldn’t be just another item on HR’s to-do list. Rather, they would have to be embraced by all employees.

Stronger internal collaboration means greater value for customers

Making customer experience and technology an integral part of the organization and embracing the values of Curious, Bold and Responsible meant that DNB had to find new ways to collaborate and learn. In a tech-driven bank, cross-functional teams – whose members included marketers, data analysts and security specialists – not only had to operate with speed, agility and richness of customer insight, but they also had to make sure they were building the same thing, whatever their individual expertise. Collaboration, transparency and sharing needed to become the teams’ lifeblood. The bank had to come together – not just in vision statements but in its day-to-day work – as One DNB.

“As One DNB, we are stronger than the sum of our functions and business lines. To meet customer expectations, we already work as teams, not as individuals. Our next challenge is to tear down the walls between departments, business units and hierarchies.”

Kjerstin Broathen, Group CEO, DNB

Making One DNB a reality

Addressing and overcoming barriers to collaboration was the primary job to be done, since DNB was about to sow the seeds of a new collaborative culture. Now it needed a strong partner to set the wheels of this transformation in motion. The choice was simple: The bank partnered with an institution that would not teach and preach collaboration, but design for it. DNB teamed up with IMD, known for its pragmatic, hands-on approach to custom programs, and a business school with whom DNB had a strong history in co-designing and delivering highly tailored and impactful programs.
THE COMMITMENT
Collaboration is tough to teach. It must be designed, experienced and absorbed.

The initial brief was to execute on RACE4TF…
…but the starting point had to be the self

DNB was keen to bring its RACE4TF strategy to life. However, the diagnostic interviews conducted by IMD soon established that the optimal starting point would be individual leaders. And although change starts with oneself, encouraging individuals to collaborate can be notoriously difficult, due to the six main barriers that are the root cause of silo thinking (Gino, 2019, Figure 2).

**THE COMMITMENT**

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<table>
<thead>
<tr>
<th>1</th>
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<th>3</th>
<th>4</th>
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<td>Insufficient Empathy</td>
<td>Discomfort with Feedback</td>
<td>Leading over Following</td>
<td>Lack of Clarity</td>
<td>Zero-sum Thinking</td>
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<tr>
<td>Approaching collaboration as “let me tell you”</td>
<td>Thinking of other business units as slow, ineffective, or less competent</td>
<td>Preference for harmony prevents feedback on possible improvements or innovations</td>
<td>Inability to step aside and let others lead when they are in a better position to do so</td>
<td>Messages are ambiguous and lead to confusion</td>
<td>If your business unit wins, ours loses</td>
</tr>
</tbody>
</table>

Figure 2: The root causes of silo thinking
SIMULTANEOUS SCALE OF 230 PARTICIPANTS
**Telling people to collaborate is doomed to failure**

Instead, DNB and IMD designed for collaboration – at a robust and simultaneous scale

Raising individual awareness on how one responds to these barriers was a starting point. The next step was to collectively experience and debrief collaboration experiences to assemble the various cross-functional perspectives into a common shared view.

Reflecting their joint commitment, the partners designed the CHANGE FOR THE FUTURE (CHANGE4TF) (Figure 3) program, a 10-month journey that would take place from February to November 2021. To signal that commitment internally, the three most senior levels in the organization (members of Group management, N-2 and N-3), agreed to take part.

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**CHANGE4TF**

Top management program

**“WE” Broad perspective of many functions**
- Debrief in a cross-functional group (3 shadow pairs) with IMD coach
- 3 live virtual sessions with all 230 participants

Total workload: 1.5 days over 1.5 months

**“ONE DNB” Application with direct reports**
- Train the trainer of 12 coaches
- Group facilitation by coaches of most senior participants and their direct reports to embed the learnings and generate action roadmaps

Total workload: 5 hours over 1 month

**KICK OFF**

**Collaborating for RACE4TF**

Live virtual sessions with all 230 participants

**“I” Self-awareness**
- Prep: Written reflections on collaboration
- Individual coaching call with IMD coach
- Meeting Line Manager
- 2 live virtual sessions will all 230 participants

Total workload: 1 day over a month

**“YOU” Deep insight into another function**
- Preparation of the cross-functional pair (contracting, logistics and desired feedback areas)
- Shadowing experience (1/2 day in both directions)
- Pair debrief: Swapping of shadow journals
- 3 live virtual sessions with all 230 participants

Total workload: 3 days over 2 months

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**Figure 3:** The CHANGE4TF learning journey
Building a corporate culture of collaboration through simultaneous action learning at scale

The program was not about conventional taught training delivered group by group (Figure 4). DNB committed to involving all 230 participants simultaneously – by no means a straightforward choice.

Participants learned on the job, through experience and guided reflection. Insight was generated from current problems in each person’s organization (rather than from historical problems documented in other organizations). The emphasis was on action and application (Figure 5) rather than on knowledge and theory, and the core of the method sought to establish a strong link between individual learning and the organization’s capacity to manage change.

Figure 4: The learning pyramid (adapted from a design by the Institute of Applied Behavioral Science)

Figure 5: Attributes of the action-learning approach (adapted from Marquardt et al., 2018)
Action learning: High impact but also high risk

• Facilitation by coaches (16 from IMD and 12 from DNB, with a combined total of 570 hours of individual coaching and group facilitation) would go a long way to ensure effectiveness.

• To implement a robust action-learning structure, the program would need a strong and confident L&D team as well as a management team who could tolerate a certain amount of ambiguity and risk.

Forward planning – the scale and simultaneity demanded near-obsessive templating

Templates (e.g., written reflections, meetings with the line manager, shadowing journals, action plans, roadmaps and facilitation guides) would have to be used almost obsessively to achieve a robust structure and consistency across the 115 shadowing pairs and the 40 cross-functional groups.

“For us at DNB, this is leadership 2.0 and leadership in a digital world. This requires something different from leaders. You need to understand yourself and to build broader relationships. Recognize your colleagues’ challenges. This is a key feature in our future success.”

Kjerstin Braathen, Group CEO, DNB
THE L&D INITIATIVE
### THE L&D INITIATIVE

**Action learning through simultaneous shadowing at scale**

Typically, action learning takes place in small groups. DNB and IMD kept to this, but launched 40 small coaching groups simultaneously in a single, massive learning cohort. The goal was to accelerate the program’s momentum, but also to ensure that all participants were in step with each other and spoke the same language – which is often a challenge in a cohort-by-cohort approach.

**Core component of program delivery: Shadowing**

Within the framework of action learning, pair shadowing was selected. Shadowing another department is an impactful method to learn and transfer best practices across functions. As such, it bridges silos and stimulates collaboration.

- The cohort of 230 participants was split into 115 shadowing pairs. The only criterion was that the pairs be cross-functional.
- Leaders shadowed a peer from another department for half a day, silently observing, listening and providing feedback across business units (BUs). Unfamiliarity (with another person’s function) served as a strength, as it yielded insights into patterns of organizational behavior.
- The objective was to produce powerful learnings about opportunities to unleash ideas and speed up execution.

Ultimately, as a result of shadowing, participants addressed four main collaboration barriers (Figure 6).

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<th>Siloed paradigm</th>
<th>Collaborative paradigm</th>
</tr>
</thead>
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<tr>
<td><strong>Talking over Listening</strong></td>
<td><strong>Practicing Silent Listening</strong></td>
</tr>
<tr>
<td>Approaching collaboration as “let me tell you”</td>
<td></td>
</tr>
<tr>
<td><strong>Insufficient Empathy</strong></td>
<td><strong>Understanding of Other Functions’ Challenges</strong></td>
</tr>
<tr>
<td>Thinking of other business units as slow, ineffective, or less competent</td>
<td></td>
</tr>
<tr>
<td><strong>Discomfort with Feedback</strong></td>
<td><strong>Giving and Receiving Feedback Post-shadowing</strong></td>
</tr>
<tr>
<td>Preference for harmony prevents feedback on possible improvements or innovations</td>
<td></td>
</tr>
<tr>
<td><strong>Zero-sum Thinking</strong></td>
<td><strong>Better Positioned for Crafting Win-win Solutions</strong></td>
</tr>
<tr>
<td>If your business unit wins, ours loses</td>
<td></td>
</tr>
</tbody>
</table>

**Figure 6: Barriers to collaboration**
### Pre-shadowing Call

**Person A**  
Head of a consumer brand

**Person B**  
IT lead

**Pre-shadowing Call**  
**60 minutes**

- Set the ground rules: Confidential, unobtrusive, how to introduce the shadow partner to team members or customers
- Establish trust, build a relationship, discuss professional as well as personal challenges
- Candid, open feedback

### The Big Day

- **Full day of shadowing**  
  (two half-days in each direction)
- **Silent observation + completing a shadow journal (template)**
- **Pair debrief, facilitated by an IMD coach**
- **Debrief in a cross-functional group of six (three pairs) with IMD coach**
- **Debrief with their team of direct reports (with internal DNB coach)**

### Outcomes

- Partners exchanged feedback on the meeting processes and behaviors they had observed.
- B gained real insight into some of A’s department's customer relationship issues. That was a real change from always rushing to design IT solutions without sufficient context!
- A would seek IT’s help in tackling one of the issues that came up during a meeting.
- Finally, B decided to shadow all of his internal clients to find out more about the businesses he served.
DNB and IMD structured the journey into four stages and principles: I, You, We and One DNB (Figure 7).

The “I” phase focused on individuals’ self-awareness regarding their collaboration strengths and areas in need of development. The “You” phase involved cross-functional pairs and focused on depth: Participants spent time observing and learning from someone in another department. The “We” phase took place in a cross-functional group and aimed for breadth and perspective, to debrief and explore the big picture of DNB. Finally, in the “One DNB” phase, the learning partners sought to embed organizational learnings. They achieved this through the combined effect of the 16 IMD coaches and 12 internal coaches among DNB’s leadership developers. Following a train-the-trainer session, each DNB coach facilitated conversations between the participant and his or her team of direct reports.

<table>
<thead>
<tr>
<th>Level</th>
<th>Focal Point</th>
<th>Learning</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>230 Individual leaders</td>
<td>Self-awareness on collaboration habits &amp; routines</td>
<td>Change starts with I</td>
</tr>
<tr>
<td>YOU</td>
<td>115 Cross-functional pairs</td>
<td>Depth (Insight into a particular function/business unit)</td>
<td>Practice listening; Practice feedback; Generate cross-functional empathy</td>
</tr>
<tr>
<td>WE</td>
<td>40 Cross-functional groups</td>
<td>Breadth (Exchange of multiple perspectives)</td>
<td>Synthesize learnings at a meta-level and big-picture organizational level</td>
</tr>
<tr>
<td>ONE DNB</td>
<td>Embedding in the organization</td>
<td>Amplification</td>
<td>Build a culture of collaborative learning</td>
</tr>
</tbody>
</table>

Figure 7: CHANGE4TF program design
Connecting the dots to create narratives
A number of pillars supported and framed the shadowing exercise. These included:
- Meeting with the line manager to clarify development objectives
- Written individual reflections on collaboration habits
- Detailed shadowing journals to capture learnings
- Individual coaching to identify opportunities to improve collaboration
- Cross-functional groups led by 16 IMD coaches
- Applying learnings with direct reports – a process facilitated by 12 internal DNB coaches who had completed an IMD train-the-trainer program
- 10 virtual sessions that brought together all 230 participants at key journey moments.

The LSD partners used a wealth of qualitative and quantitative progress indicators including (see Appendix A):
- Submission rates of written reflections
- Submission rates of shadow journals
- Debriefs at the level of individual, pair, cross-functional group, leadership teams
- IMD immediate feedback surveys
- DNB coaches’ surveys
- Polls during the virtual live sessions
- IMD coaches’ survey
- IMD coaches’ qualitative reports
- IMD Impact survey 11-months post-program.

Critical moments: Overcoming anxiety, switching to a virtual format
Initially, some shadowing pairs were reluctant to go through with the exercise, citing concerns about work confidentiality and data security. Accustomed for many years to formal, functional training, they struggled with anxiety and were ambivalent about the value of shadowing.
In addition, because of COVID-19 restrictions, the shadowing had to take place online. At first, this raised questions about its practicality.
The coaching team addressed these concerns in individual calls with each participant and helped spark curiosity about the shadowing method.

If shadowing were to be captured as an image...
Participants visualized the dynamics of cross-functional learning in rich and emotional terms:

For the self-awareness phase, they shared images of “a mirror,” “a new chapter,” and “the mist clearing up.”

On the depth of insight gained from their shadow partner, they cited “sea” and “ocean.”

On the breadth of perspective gained by the cross-functional group, they mentioned “binoculars,” “eagle,” and “paraglider – view in every direction.”

On the application post-shadowing, they shared pictures of “bridge,” “modern high-speed train,” “sun,” “lightbulb.”
THE IMPACT

Successfully delivering on the collaborative promise of action learning

Delivering a journey of this scale that simultaneously involved DNB’s top leaders and used shadowing as a core action-learning component was hugely rewarding for both DNB and IMD.

In the words of DNB’s SVP of Leadership & Talent Development:

“It’s been very important for DNB to invest in this leadership program. It has helped us build a leadership culture that amplifies our energy and potential, all in the service of customers. We are now in it together, as One DNB.

Together with IMD, we have created a whole new culture of learning across the organization. The combination of action-learning methodology with virtual sessions and internal/external coaching has produced new ways of learning – efficient, creative, exciting.

Delivering on the potential of action learning – in spades

Action learning produced the desired effect. It generated learning whose impact stretched beyond participants’ immediate teams, it broke down barriers between different functions and business units, and it dispelled misconceptions about the roles of other functions and their working practices, as well as the effects of participants’ own practices.

The program encouraged participants to live the values underpinning DNB’s RACE4TF strategy

• Curious: It stimulated leaders to ask questions (both of themselves, introspectively, and to peers outside their function) and learn from different perspectives.
• Bold: Giving and receiving candid feedback, thereby encouraging learning across organizational boundaries.
• Responsible: Recording and absorbing learnings and making sense of them back in one’s own environment; committing to roadmaps and action plans; modifying behaviors and creating long-term habits for oneself, for the team and for the entire organization.

“These colleagues are all from different business units. I can share with them my issues, problems, and thoughts. This will be the group that I can draw on as my personal safe space for the rest of my career with DNB.

DNB Participant

DNB & IMD: Building a culture of collaboration through action learning. At scale.

DNB Participant
SHADOWING

A real game-changer, creating a shared understanding of how I, You and We fit together as One DNB

Learning started with a conceptual understanding of how to form perspectives and build relationships (Figure 8). The feedback was almost wholly unexpected, both acknowledging strengths and pinpointing areas for improvement. Participants reported that shadowing:

- Was game-changing for post-program collaboration, allowing participants to gain perspectives from other parts of the organization – in terms of both business and mobilizing resources and support.
- Offered potential not only for personal development but also for eliminating silos between teams and departments.
- Empowered pairs to learn and grow as DNB employees, as professionals and as leaders, prompting many to continue with the shadowing exercise on a regular basis.

Since the program’s completion, many participants have been going the extra mile:
- Shadowing for more than half a day
- Shadowing more than one colleague
- Agreeing to shadow on a regular basis
- Going for “walks and talks” to prepare or for the debriefs (where possible), instead of relying on phone calls
- Increasingly internalizing the notion that teaching others is often the most effective way to learn.

“There is so much transferrable learning here! Which you don’t learn in school; only by shadowing your colleagues. To know that my own (business-related) challenge is mirrored in many other people’s challenges, but experienced from a different perspective, that creates huge value for the organization.

Tim, IMD Coach

Figure 8: Impact of learning on One DNB
“This program was not about going back to school; it was about developing us as people.” - DNB Participant

“It was surprising in outcome as well as in terms of what was demanded of me.” - DNB Participant

“Sharing feedback on different leadership challenges is a really rewarding process. The unit I shadowed often grapples with the same problems as we do! Before this program, we would often rush to judgment about the quality of work of other departments – and of course, it was based on speculation and ignorance, not on facts.” - DNB Participant

“What my department does really affects other departments. I didn’t quite realize that before. Therefore, we really must aim to become much more service-oriented.” - DNB Participant
What are some of the quantitative results of the program’s long-term impact?

The program directly targeted 230 of DNB’s leaders at all levels, at the same time. In addition, with the involvement of DNB internal leadership developers and coaches and the design of facilitation guides for the topic of each virtual session, the program reached an additional 200 employees.

Encouragingly, according to the Impact survey, 72% of respondents believed that the program will have high organizational impact (Figure 9).

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How do you map the impact that this program will have for you and your organization over the next 6 - 12 months?

Figure 9: Participants’ rating of the program’s long-term impact
When asked about the impact of shadowing a colleague,

91% of participants said it had had a positive impact on their collaboration across DNB.

Furthermore, 86% stated that they had applied and transferred their learnings to their working context. The extensive involvement and facilitation carried out by the internal DNB coaches played a part in this.

Finally, 2/3 of participants continue to engage in process improvements as a result of understanding the bigger company picture, as well as contributing to a more effective end-to-end customer journey. This is a critical mass that points to how shadowing at scale can move the needle on collaboration.
DNB’s recent performance

• DNB’s solutions-based approach to digital enabled it to weather the pandemic better than most other European banks.

• In October 2021, DNB reported its best-ever third-quarter earnings. It recorded growth in all parts of the business, coupled with high customer activity across the entire spectrum of the bank’s services.

• The company has continued to develop its Spare application for mobile banking into a complete tool for savings and investment. Encouragingly, nearly 50% of new Spare users have started saving in the app. Developing the application brings together cross-functional teams of shadowing participants from CRM solutions, IT systems, development & support, user interface & interaction design, data quality & analytics, business intelligence, program coordination & training, resource allocation.

• Leveraging its strengthened cross-functional expertise, DNB entered into several strategic partnerships (including a three-year cooperation effort with Amazon Web Services) that allow it to use data more quickly in developing innovative and forward-looking customer-centered online banking services.
REFLECTIONS

Focusing on reflection rather than structure and control means that results are not always guaranteed:

• Compared with some other L&D methods, action learning can be costly and time-consuming.
• To receive the required support, it needs to deal with an issue of real significance to the organization.
• Unlike traditional, short-attendance training courses, it requires longer-term commitment from individual leaders as well as the organization.
• Meaningful change and growth do not occur without initial pain and resistance. That was the case when organizing the pair shadowing for DNB’s learners.

Beyond the issue of commitment, action-learning programs of simultaneous scale are demanding to execute and come with tradeoffs:

• Modules depend on participants actively investing their time.
• The value of feedback is often proportionate to the time and effort that were invested.
• At times, action-learning programs can become victims of their own success. Participants may come away with the impression that they accomplished everything on their own, independently, with no guidance or intervention from a learning partner. Therefore, it is strongly recommended, from the outset, that the program should frame the difference between impact and satisfaction.
• Running programs in a simultaneous cohort of participants does create significant momentum and scale. At the same time, the importance of design is enormous, and the margin of error and/or the space to misjudge the audience and adjust is reduced to nearly nil.

The importance of multipronged communication

• “Announcing” things once, at a plenary session to a cohort of 230 people, does not work. Communications needed to be internal, IMD-initiated and coach-led.
• Optimally leveraging executive coaches on a program of this magnitude can be a work in progress. Asking coaches to communicate with participants, for instance, substantially boosted attendance and submission rates, compared with an email blast.
THE TEAMS

DNB

Katrine Kalelic
SVP, Leadership and Talent Development

Nina Engberg
EVP, People Development

IMD

Ina Toegel
Program Director and Professor of Leadership

Alison Andersen
Learning Manager

Mikolaj Piskorski
Professor of Digital Strategy

Katarina Leger
Client & Market Development Director

Case prepared by Professor Ina Toegel and Researcher Martin Králik, PhD
### Addressing barriers to collaboration


The study cites six main barriers to collaboration: Ineffective listening, insufficient empathy, discomfort with feedback, inability to balance leading with following, lack of clarity in communication, and zero-sum thinking.

### Producing impact through action learning


Action learning has quickly become a tool that organizations can use to solve their critical and complex problems.


On average, knowledge workers carve out just five minutes for formal learning each day. How can we make learning part of the powerful current of daily work? By “learning in the flow of work.”


Executives who take control of their own experiential learning stand to reap the biggest benefits.


The study shows that students in active-learning classrooms learn more than they think they learn.
### APPENDIX A

**CHANGE4TF Progress metrics**

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<td>Shadowing (action learning)</td>
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<td>Shadow journals exchanged &amp; debriefed as a pair (before meeting the coach)</td>
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<td>Total number of coaching hours (IMD coaches + DNB coaches)</td>
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<td>Number of slides dedicated to facilitation guides for participants</td>
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<table>
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</tr>
<tr>
<td>“I gained practical tools / ideas that are relevant for me”</td>
<td>4.7/5</td>
</tr>
<tr>
<td>“I enhanced my professional network”</td>
<td>4.8/5</td>
</tr>
</tbody>
</table>
APPENDIX B
IMD’s Co-creation Approach

Since IMD was founded by the business community and continues to share ties with it, it has a deep understanding of the individuals and organizations it works with. When co-creating the journey with DNB, IMD took a blank-slate approach and designed CHANGE4TF based on the client’s priorities and the strategic and organizational context in which the learning would take place. The final program design came together through a creative, iterative process. In consequence, the design of the program evolved during a structured engagement and development process with the LSD partner.