

CLIP DATA SHEET

<p>Name of the Company: Novolipetsk Steel (NLMK, NLMK Group)</p> <p>Number of employees in the company: approximately 54,000 employees as of 2021</p>
<p>Name of the Learning Organisation: NLMK Group Corporate University (hereinafter – ‘NLMK University’ or ‘the University’) (<i>in Russian:</i> Корпоративный университет НЛМК)</p>
<p>Year of launch: 2016</p>
<p>Head of the Learning Organisation (Chief Learning Officer, Director):</p> <p>Name: Valentina Satarova</p> <p>Title: NLMK University Director</p> <p>Phone: +7 495 504 05 04, ext. 378</p> <p>Email: satarova_va@nlmk.com</p>
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<p>Website: https://nlmk.com/en/about/university/about-university/</p> <p>(dedicated University site will be launched in Q4 2021)</p>

SECTION A

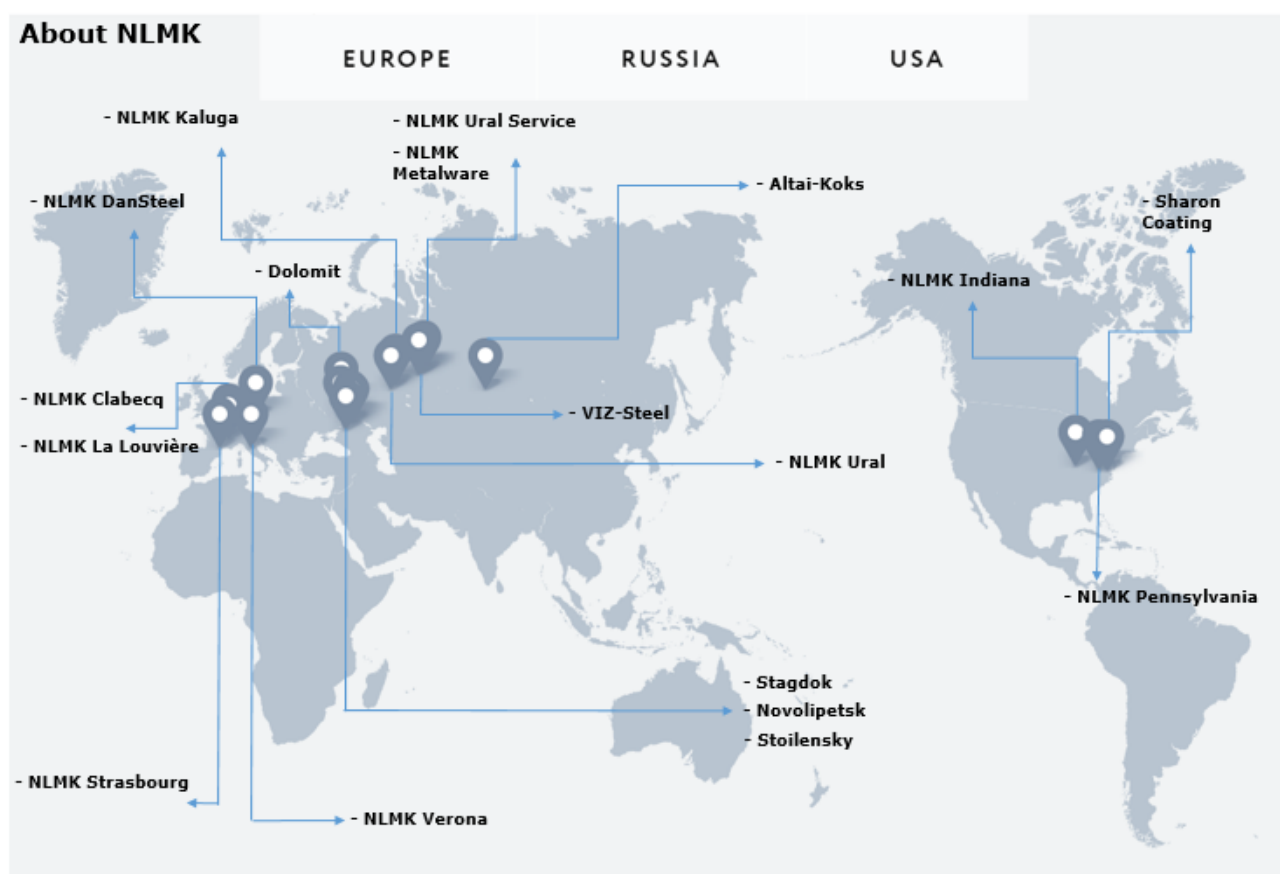
STATUS AND POSITIONING OF THE LEARNING ORGANISATION

Describe the position of the Learning Organisation in the company structure

About NLMK

NLMK Group is the largest steelmaker in Russia and one of the top 20 global steel producers. The Group employs a vertically integrated business model from mining and primary steelmaking to finished downstream manufacturing to service and distribution, and has 20 production facilities in Russia, Europe, the US and India (**Figure 1**).

Figure 1. NLMK operations



The Company's products are used in a wide range of industries, including construction, production of cars, white and yellow goods, windmill turbines, cargo ships and many other.

Around 40% of NLMK steel is sold in Russia, and the rest is shipped to customers located in more than 70 countries. The company is a major player in the international steel market. For instance, it has over 10% of the European plate market and the global transformer steel market, and around 20% of the global steel slabs market.

Thanks to the self-sufficiency in key raw materials and energy coupled with world-class technologies used throughout the production cycle, NLMK has managed to become one of the most efficient steelmakers

globally¹. The Group has one of the strongest margins and balance sheets among steelmaking companies. In 2020, the Company's EBITDA margin was three times higher the industry's average. Thanks to its prudent capital allocation, NLMK has secured investment-grade credit ratings from all major rating agencies.

NLMK Group employs 51,900 people, and in 2020, it was among top 5 Russian employers in the 'Production' category according to a leading national job search engine.

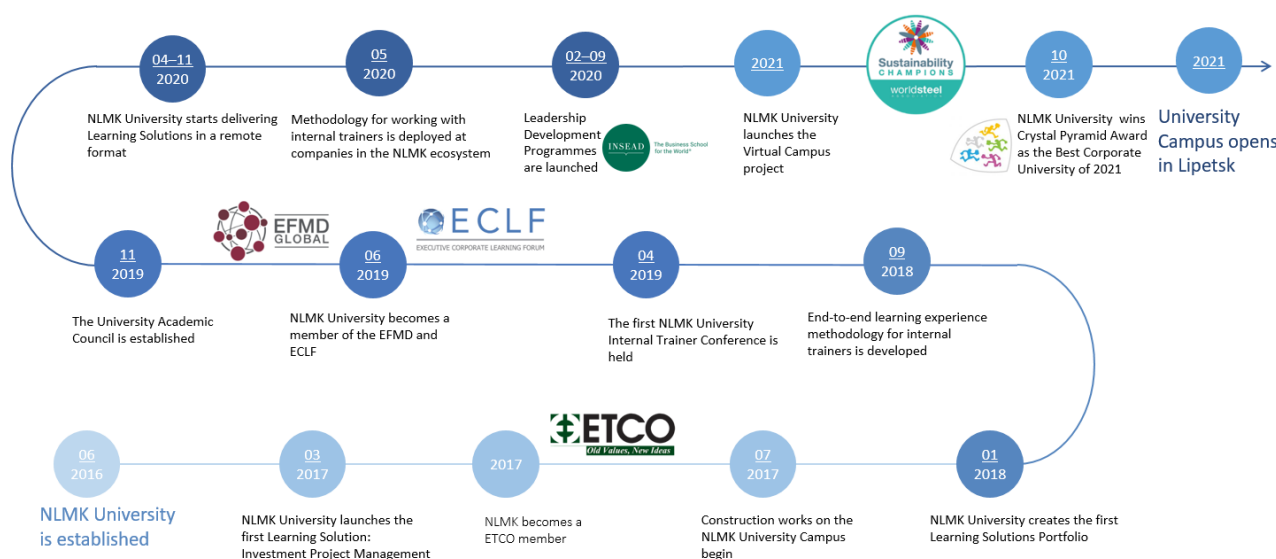
The Company adheres to strict principles of sustainable development. It is committed to protecting the employees' health and well-being, nurturing talent, treating the environment responsibly, observing high ethical business standards, developing, supporting and respecting the interests of local communities, as well as maintaining transparency and high quality of disclosure. NLMK's achievements in sustainability have been recognized by the leading international ESG rating agencies. For example, NLMK is currently ranked among the Top 6 out of 140+ steelmaking companies according to Sustainalytics².

NLMK Group is a public company listed on the Moscow Stock Exchange and since 2005 on the London Stock Exchange.

Brief history of the Learning Organisation

NLMK University was established in 2016 and since then grew from being a provider of a few leadership courses to a partner of choice in corporate learning with a suite of more than 190 courses and programmes for NLMK Group, its strategic partners and ecosystem – key clients, suppliers and contractors. The main milestones of the University's history are presented in **Figure 2**.

Figure 2. NLMK University Milestones 2016-2021



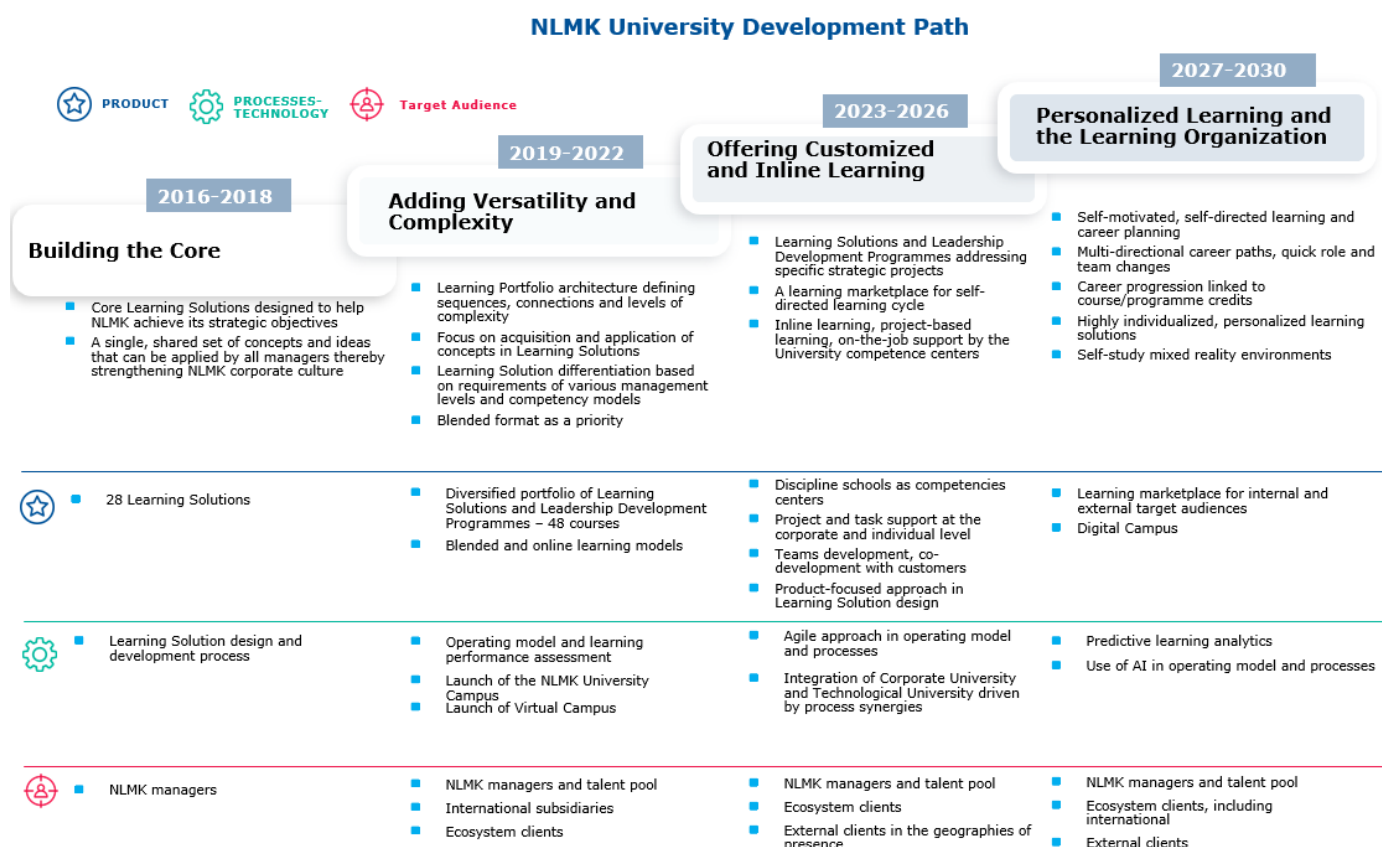
In 2017, the University launched its first learning solution and began construction works on its Campus. In 2018 internationalization of NLMK University began, and in 2019, the University joined the European Foundation of Management Development (EFMD) and the Executive Corporate Learning Forum (ECLF). A year later a Leadership Development Programme (LDP) for NLMK top 100 executives was launched together with INSEAD Business School.

¹ According to World Steel Dynamics research, as of November 2021, NLMK was among top 5 most competitive producers in the global steel industry (<https://www.worldsteeldynamics.com/pg/reports>).

² <https://www.sustainalytics.com/esg-rating/novolipetsk-steel/1028285007>

After the outbreak of COVID-19 in 2020, instead of suspending its classes, the University switched 100% to distance learning format pursuing its training schedules without interruption. In 2021, the University's campus in Lipetsk opened its doors, and now the offering of courses and programmes comprises in-person, distant, mixed and on-the-job training. **Figure 3** shows the path of the University's growth covering the period from 2016 until today as well as the outlook for future development.

Figure 3. NLMK University History



Principal Missions of the Learning Organisation

The main objective of NLMK University is helping the Company achieve its strategic objectives by fostering its human capital, strengthening management, leadership and cross-contextual competencies of its employees. All processes and activities of the University are centred around this objective.

As further discussed in **SECTION B** and **SECTION D**, the University offers learning solutions to the management of all ranks, from foreman to CEO, as well as to the management talent pool, candidates for all managerial positions, management of NLMK ecosystem companies (strategic partners, clients, suppliers and contractors) as well as to communities of the regions where the Company is present.

The University employs training methodology based on the *Leaders Teach Leaders* approach, which drives transfer of knowledge and expertise up, down and across the management ranks.

NLMK University's ambition is to be the best learning environment for NLMK and its ecosystem. The University plans to achieve the following:

- be the essential tool in development and deployment of the Company's strategy;
- promote corporate learning culture and lifelong learning mindset;
- manage professional journey of corporate leaders to promote growth at a personal, team and corporate levels;
- shape transformational learning experiences for leadership to ensure skill acquisition and continuous development;

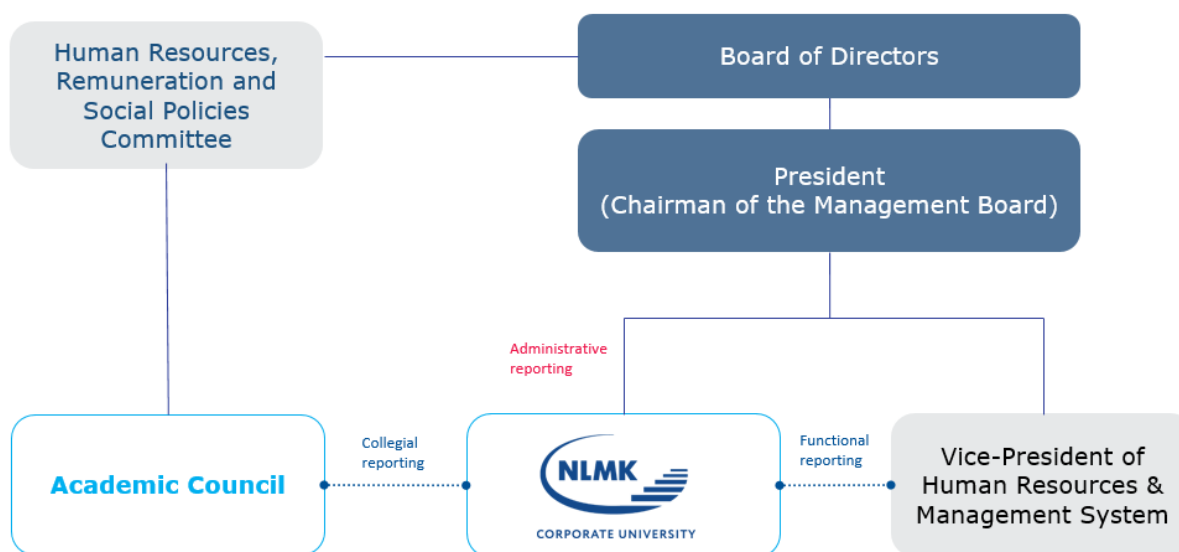
- develop new formats and methods of business learning and upskilling.

Position in the company’s organisational structure

NLMK University is placed at the top of the Company’s organisational structure (**Figure 4**). As a division, it is organized under the President (Chairman of the Management Board) and functionally liaises with the Vice President, HR and Management System.

Since 2019, the University is governed by the Academic Council, organized under the HR, Remuneration and Social Policies Committee of NLMK Board of Directors.

Figure 4. NLMK University reporting lines



Reporting line(s)

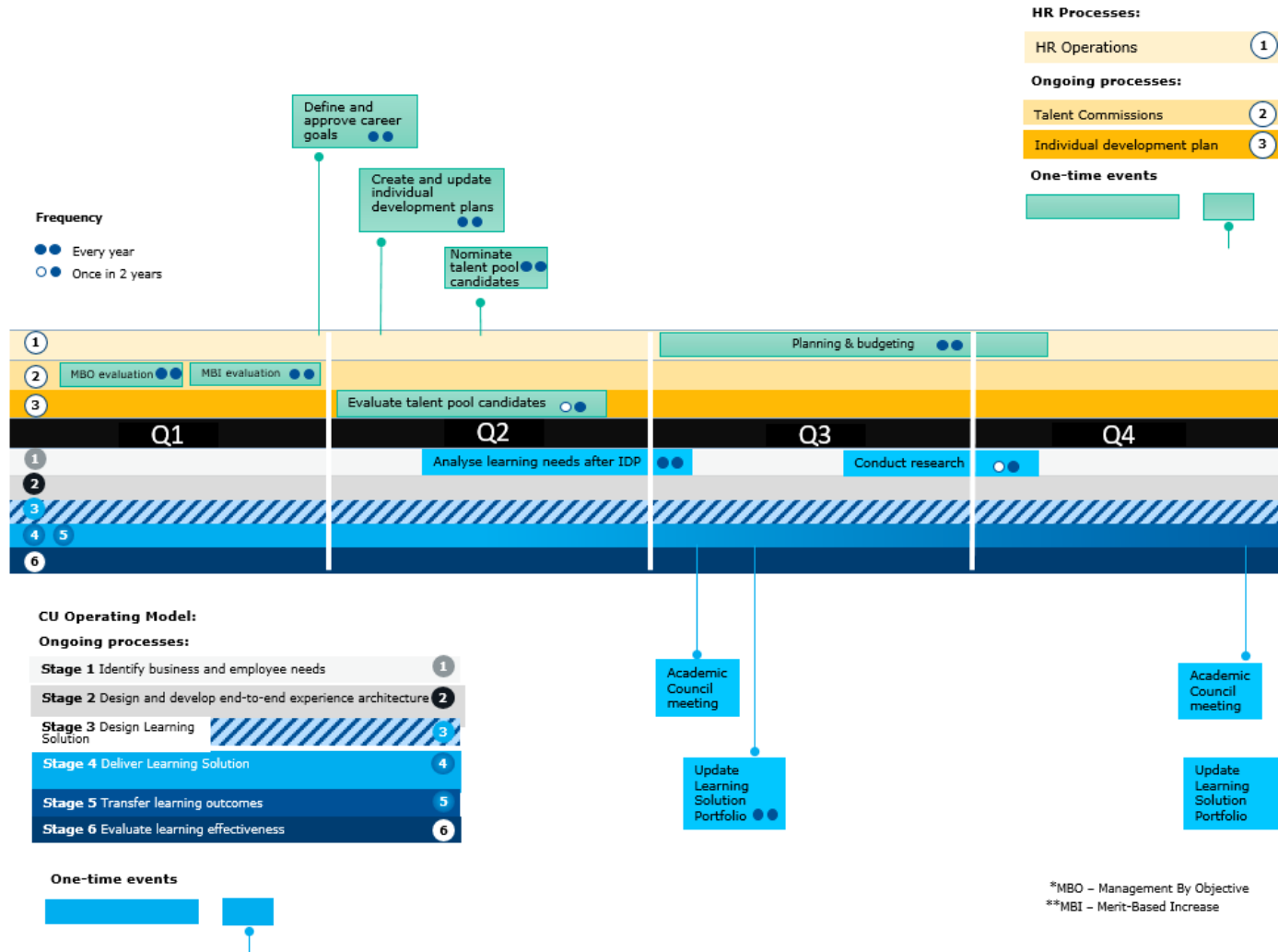
Mrs Valentina Satarova, NLMK University Director, directly reports to Mr Grigory Fedorishin, NLMK President and Chairman of the Management Board. All aspects related to strategic and operational matters are reviewed by the President on an ongoing basis.

NLMK University functionally liaises with the Vice President of HR and Management System, one of the key University’s stakeholders and the main procurer of the learning products, as further discussed below.

Interface with the HR processes

NLMK University learning cycle and organizational HR cycle are closely connected, with the University being an active part of the performance appraisal, career planning, professional development and learning procurement processes managed by the HR. This interlink is shown on the diagram on **Figure 5**.

Figure 5. Connection between the HR and learning cycles



Over the standard annual cycle, NLMK HR division carries out the responsibility for the employee performance appraisal, career planning and professional development. Each year in February and March corporate-wide performance review is carried out and employee MBO (management by objectives) and MBI (merit-based increase) evaluation results become available. Based on the performance analysis, usually in April in May each year, career and talent committees, run by HR business partners, define individual and divisional Learning and Development Plans (LDP) and nominate candidates for management positions. LDPs, prepared by the HR, rely heavily on the University's programme portfolio.

Once the performance appraisal results become available (around May each year), NLMK University together with the HR team evaluates competencies gaps, considering also inputs from its learning analytics, such as tests scores, and customer voice, i.e. feedback from the learning sessions and management interviews. As a result, the differences ('gaps') between expected and actual skills levels are identified across the management cohorts.

Following that, around May-June, in view of identified competencies gaps, the learning needs and priorities are re-evaluated. The University Academic Council reviews learning objectives and the course portfolio in June and December each year. Afterwards, the University's begins a cycle of updating its learning solutions portfolio by making existing courses more efficient, combining them into learning tracks and programmes or introducing new learning solutions. Learning interventions take place throughout the year.

Apart from the process integration, NLMK HR cycle and the learning cycle are integrated through systems and data:

- they are run on the common LMS platform;
- they are data-driven, i.e. based on objective metrics derived from MBO/MBI appraisals, competency evaluations, talent committee decisions etc.

To ensure smooth integration with the HR processes, many experts from the HR teams take part in the University processes, from design sessions to performance evaluation as further discussed in **SECTION C** (Internal resources).

Interface with other L&D providers in the company

Following the launch of NLMK University, the Corporate Learning Function (CLF) of NLMK has two parts:

- **NLMK Corporate University** offers a tailor-made learning curriculum to the top- middle- and the line management as well as the management talent pool, focusing on leadership and management skills applied in cross-contextual environments.
- **NLMK Technological University** offers courses to the operators and shop floor employees focusing on professional skills and statutory job requirements.

The University team supports a wider organizational L&D environment, including the Technological University, in a variety of ways. It develops e-learning courses, expands choice of workshops, invests in professional development of internal trainers, designs and conducts sessions and conferences for business units and functions, implements projects across divisions and expands NLMK library resources.

In addition, NLMK University takes responsibility for creating an environment for fast knowledge transfer, both within NLMK and with its ecosystem, including strategic partners and clients.

SECTION B

GOVERNANCE

Provide a brief description of the structures or mechanisms in place:

- to ensure continuing alignment with the company's strategic priorities

The University takes an active part in both development and deployment of the Company's strategy.

At the **strategy development stage**, in close interaction with the Strategy Committee and the HR Committee of the Board of Directors, the University helps identify critical competencies for future strategic projects and set human capital targets, such as skills and competencies levels required to achieve strategic business needs. This step essentially aligns future learning strategy of the organisation with its strategic objectives. This strategy development cycle normally takes 1.5 to 2 years.

At the **strategy deployment stage**, the University is actively involved in upskilling the workforce with the aim to fill the competencies gaps, create new skills and achieve cultural homogeneity ensuring that the required talent is primed for a successful strategy execution. Delivery of the learning solutions is carried out in 1 to 2 years cycle. The learning solutions portfolio is reviewed and updated annually.

NLMK Strategy overview

NLMK's long-term strategic objective is to become the best manufacturing company in Russia and the best steel producer globally. As for the social objectives, the Company aims to provide a platform for long-term employee development, become an employer of choice, as well as drive meaningful environmental changes for a better future.

Due to a long-term nature of industry trends and capital projects, NLMK develops, communicates and executes its business strategy in cycles, which normally take 5 to 7 years. The current strategic cycle (2018-2022) is the fourth such period in the Company's modern history.

The objectives of Strategy 2018-2022 are focused on increasing output, maintaining leadership in terms of production costs and doing all that in an environmentally friendly manner. The Strategy stands on four pillars.

Leadership in operational efficiency (Pillar 1) is meant to enable NLMK to remain at the bottom of the steel production cost curve. The company aims to achieve the best operational results at each unit seeking to improve production processes, reduce costs and increase productivity. A culture of involvement where all employees take a keen interest in the results of their work encourages them to propose new ideas at all levels, from foremen to management board members. The company developed a framework, the NLMK Production System, to promote employee engagement and ensure deployment of efficiency programmes not only in production but also at supporting processes, such as logistics, energy, HR etc.

Growth in low-cost steel production (Pillar 2) is based on leveraging NLMK's competitive advantages. The goal is to increase steel output by 8% (one million tonnes) while remaining self-sufficient in key raw materials. Investment projects are underway aimed at raising the iron ore output, increasing energy generation and reducing coal consumption.

Another focus is on product mix development (**World-class sales portfolio, Pillar 3**). The Company plans to convert increased steel output into high value-added products. NLMK plans to expand its presence in the key markets and strategic segments. The share of sales in 'home' markets (Russia, the EU and the US), where the final products are produced, should reach 80%. The company also targets increased sales of premium products in the EU-12 markets. One of the projects of this pillar is to increase customer service by developing digital channels and other tools, as well as ensuring on-time-in-full deliveries.

The final strategy objective is long-term sustainable development ensuring world-class standards of environmental footprint, occupational health, safety and social responsibility (**Leadership in sustainability and safety, Pillar 4**). The Company strives to maintain safe operations and targets zero fatalities at its sites. By 2023, NLMK plans to reach the EU best available technology (BAT) levels for all its air emissions, as well as to reduce its carbon footprint.

NLMK Strategy and learning alignment

The scale and complexity of investment projects, operational efficiency initiatives, new product lines and new business processes require constant support of NLMK University through upskilling, new competencies and changed in the organizational culture.

As shown in **Table 1**, the Learning Solutions Portfolio and University activities are designed and rolled out to support the Company's strategic objectives.

Table 1. NLMK Strategic Priorities and University Actions

Strategy Pillars	University Learning Solutions supporting strategic pillars
All strategic objectives	<ul style="list-style-type: none"> • The NLMK Company • The NLMK Manager • Leadership • My Team • Economics of Production • Value-based Management • Impact of Management Decisions on the Value of the Company • Systems Thinking and Decision Making
Pillar 1. Leadership in operational efficiency	<ul style="list-style-type: none"> • Production System (PS) & PS Tools • Leaders' Work Standard • Digitalization in NLMK • IT in NLMK • Change Management: I am a Change Leader • Change Management: I am a Change Agent
Pillar 2. Growth in low-cost steel production	<ul style="list-style-type: none"> • Investment Project Management 2.0 • Investment Process Management
Pillar 3. World-class sales portfolio	<ul style="list-style-type: none"> • Client Orientation • Design Thinking • Basic Facilitation Tools • Effective Communication • Effective Interaction in Virtual Environments
Pillar 4. Leadership in sustainability and safety	<ul style="list-style-type: none"> • Leadership in Occupational Health and Safety • The Leader's Resilience: How to manage your emotional state

The University's Learning Solutions Portfolio, objectives of specific courses and programmes and their alignment with specific business needs are discussed in more detail in **SECTION D** (Scope of Activities).

To ensure leadership mindset growth and homogeneity of the organizational culture, all NLMK University Programmes are based on and convey the following insights:

- The world is larger than NLMK. The Company needs to navigate its way through a complex, uncertain and changing external environment.
- The Company's strategy should not only address today's challenges but convey a long-term vision. A forward-looking strategy creates conditions for long-term sustainable and responsible growth.
- The cornerstone of success is maintaining a balance of interests between the Company, its shareholders, employees and society as a whole.
- The employees are essential part of the Company and its strategy; they are the ones who can shape the Company's future and ensure strategic success.
- NLMK leadership should serve as role models, trainers and mentors for their colleagues and subordinates. They are the ones setting high standards of responsible behaviour and participation in change and innovation.

- to ensure appropriate input from key stakeholders within the company

The University maintains active engagement with its core stakeholders during learning strategy development, programme portfolio update and learning interventions (programmes rollout) as shown in **Table 2**.

Table 2. The University's stakeholders and their interaction

Stakeholders	Interactions with the University	When
The Board of Directors	Through its representation in the Academic Council ensures alignment of the corporate strategy and the organizational learning strategy	Strategy development stage
Academic Council	Discusses strategic projects, approves changes to the Learning solutions portfolio, monitors progress of the programmes' delivery Learning Solutions Portfolio approval	Two times a year
President	Directly supervises the University, proposes changes to the learning priorities in light of current organizational needs	On a regular basis
Management Board	Through its representation in the Academic Council and annual sessions with the University leadership, communicates business needs and proposes changes to the learning priorities	On a regular basis
Vice-President for HR	Functionally supervises the University, ensures alignment of the organizational HR cycle and the learning cycle	On a regular basis
Business Customers	Every learning solution has a Business customer – divisional or functional management acting as 'owners' of specific learning products	During learning solution design and update stage
Business Expert	Business or competence expert acting as a knowledge provider to the solution design team	During learning solution design and update stage
Internal Trainer	Carries out training sessions ('delivers' the learning solution) according to <i>Leaders Teach Leaders</i> approach	During the training
Learning Solution Participant	Takes the course and provides feedback to enable further development of the learning solution	After the training

As the table above shows, at different points of the learning cycle the University liaises with various stakeholders at different organizational ranks. This ensures that

- strategic priorities (Board and President vision)
- management requirements (learning needs identified by the management for their divisions and teams)
- employee needs (competency and skill gaps identified based on appraisals or employee requests)

are taken on board and translated into meaningful learning priorities and solutions.

All learning solutions have a designated Business Customer. Based on strategic (or immediate, as the case might be) business needs, the Business customers together with the University team, define the Learning Solution goals, its target audience and various focus points.

Early in the design stage, they specify in detail the concepts and skills to be developed, their correlation with corporate competencies and business metrics. A Business Customer approves the Learning Solution structure and format, such as remote/e-learning/face-to-face (F2F) or blended learning. For each Learning Solution the design team and a Business customer agree learning KPIs and methods of their evaluation, for instance, knowledge tests, behavioural change observations or specific business metrics. When

required, a Business Customer nominates subject matter experts with deep knowledge of the field, who participate in the course development and content curation. They bring in relevant expert knowledge, NLMK best practices, cases and experience, as well as required data (e.g. materials, fact sheets etc.). Often, a Business Customer or a key stakeholder may become an expert himself/herself and take part in designing the learning solution. Finally, Business Customers participate in learning solution updates and improvements.

The list of the University Business Customers goes across corporate ranks and includes members of the Board of Directors, Management Board, Vice-Presidents, management of NLMK Group international divisions, such as NLMK International CEO and VP of HR and Labour Relations at NLMK USA.

Give details of any Governing Body, Oversight Committee, Advisory Board, or structured link to the main Board

Since 2019, the University is governed by the Academic Council, created as a sub-committee of the HR, Remuneration and Social Policies Committee of NLMK Board of Directors (**Figure 4**).

The Academic Council reviews and approves on a regular basis the University's strategy, processes and product portfolio and offers strategic guidance for its major projects.

The Academic Council is currently headed by the Chairman of the Strategy Committee of NLMK Board. Other Academic Council members are the members of the Board of Directors, NLMK President, Vice President of HR as well as external corporate L&D experts. Such setup provides the University with unparalleled access to its stakeholders and ensures full alignment of strategic, HR and the learning cycles of the organization as well as access to the industry best practices.

Academic Council discusses all findings relevant for the organizational learning needs to ensure alignment with the corporate strategy as well as with immediate business needs, if they change over a year. The Learning Solutions Portfolio is reviewed, evaluated and approved by the Academic Council twice a year at the meetings held in June and December. The Chairman of the Academic Council makes decisions on convening the meetings, including their time, venue, agenda and participants.

The Academic Council reviews all NLMK University strategic projects, ensures consistency of the Learning Solutions Portfolio and the use of common quality standards in courses development and delivery.

The Academic Council is authorized to give recommendations and make decisions regarding long-term strategic development of NLMK University, selection and approval of learning solutions, development of the University organizational structure and international relations.

Four meetings have been held since the establishment of the Academic Council. The last meeting took place on June 25, 2021.

Please follow this [link](#) to view the Regulations of the NLMK Corporate University Academic Council.

SECTION C

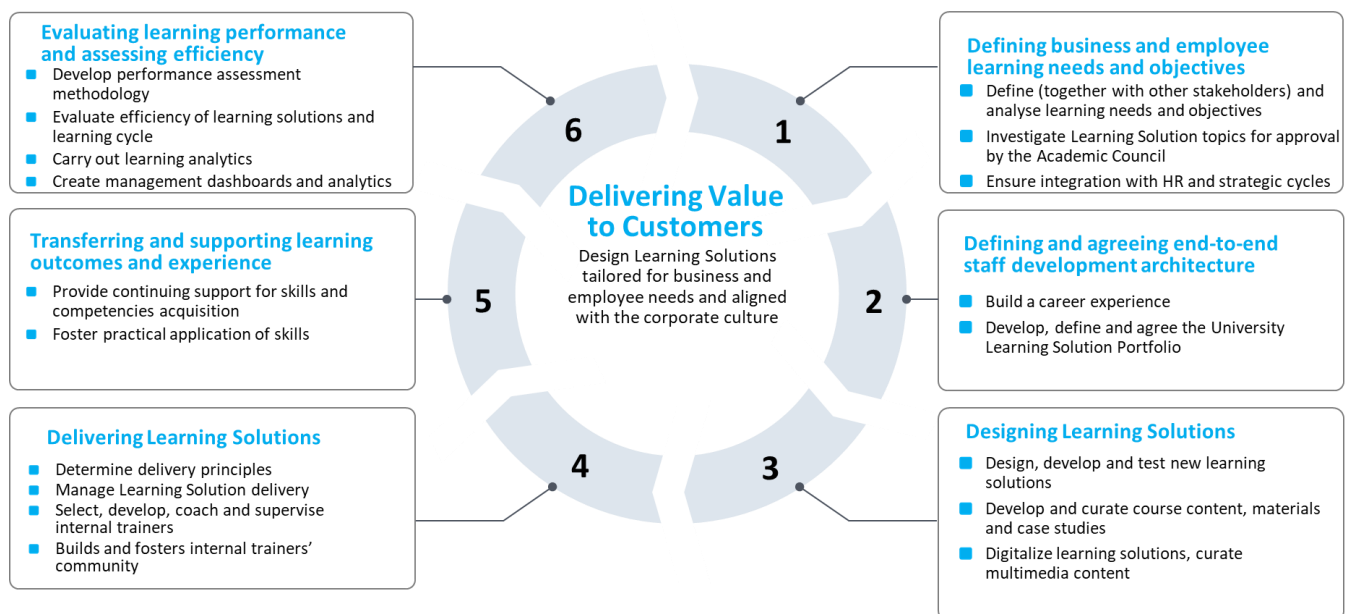
STRUCTURE, FACILITIES AND RESOURCES OF THE LEARNING ORGANISATION

Describe the internal structure of the Learning Organisation as regards Divisions, Departments, Academies, Faculties, Units, etc. (Please attach an Organisation Chart)

Review of the University's operating model

NLMK University runs a 6-stage Operating Model described in **Figure 6** and below.

Figure 6. NLMK University Operating Model



Stage 1. At this stage organizational learning needs and objectives are identified and agreed. As described above, this is carried through a dialog with key University's stakeholders during strategy development phase as well as with annual reviews with the University's business customers.

Stage 2. At this stage programme portfolio architecture is updated based on agreed learning objectives to achieve a sensible trade-off between various learning needs and constraints. For instance, at this stage decisions are made to include new learning courses in the portfolio, combine various learning solutions into programmes catering for different development objectives or career tracks. Various constraints, such as available time or immediate learning priorities are factored in.

Stage 3. After target programme portfolio architecture is approved by the Academic Council, the University teams commence design of new learning solutions or updates of the existing ones. Each course or programme undergoes a pilot phase, where they are tested in a small group setting. After finalization and acceptance by a Business customer, they are released for a rollout.

Stage 4. Learning courses are delivered by internal trainers in various formats, primarily through a blended learning (a combination of a face-to-face sessions and independent distant learning). Normally, a full rollout of any learning programme takes a period between few months (for a specific audience) and two years (for the entire organization).

Stage 5. At this stage the University liaises with its business customers to provide continuing support for improved conversion of acquired knowledge and skills into desired competencies. This is done through project work and on-the-job practices. Learning outcomes are also being monitored and assessed.

Stage 6. The University teams analyse results of learning process on an ongoing basis. This is done through continuing assessment of a customer experience, knowledge acquisition, behavioural changes and business impact.

Overview of the University’s organizational structure

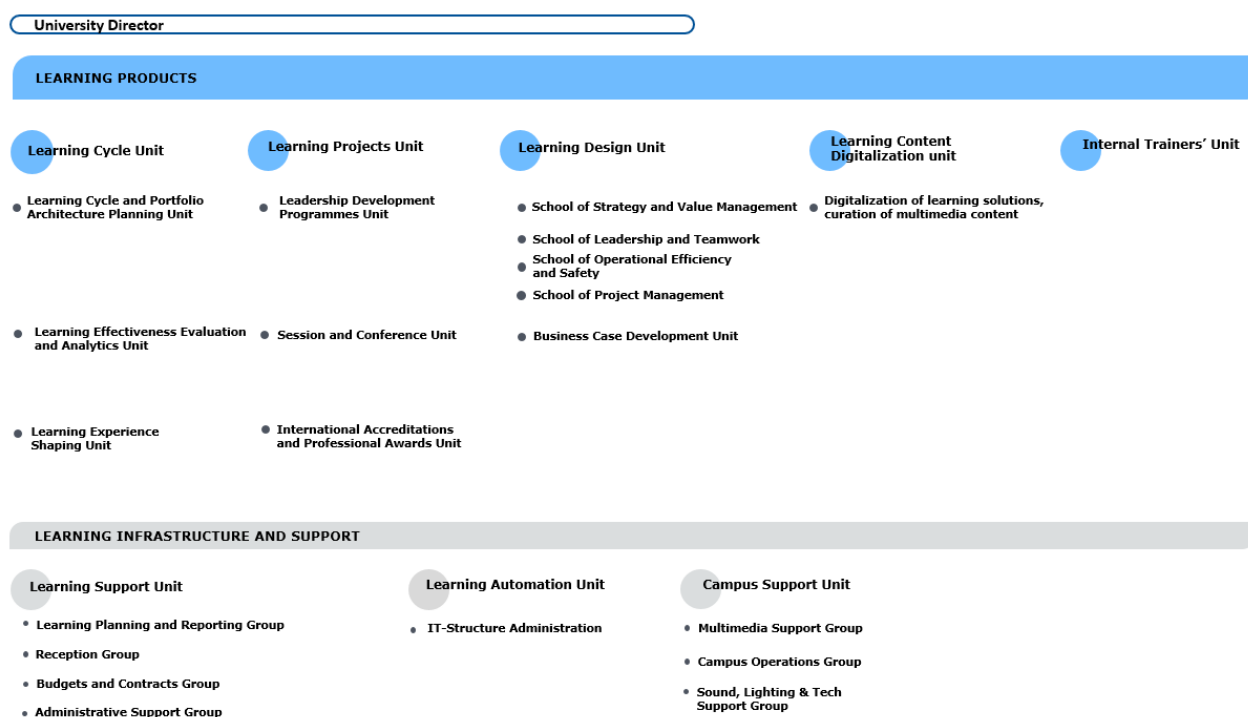
The University’s organizational structure is based on the operating model described above and comprise a **Front-end** (customer facing) and a **Back-end** (infrastructure) divisions (**Figure 7**).

The **Front-end division** has the following four units:

- Learning Cycle unit
- Learning Projects unit
- Learning Design unit
- Internal Trainers’ unit
- Learning Content digitalization unit

The **Back-end division** provides learning support (such as scheduling and administration), digital infrastructure (such as LMS and IT systems) and runs campus operations.

Figure 7. University organizational chart reflects its operating model



The University’s units and their functions are briefly discussed below.

FRONT-END: LEARNING PRODUCTS

1. Learning Cycle unit (Operating model’s stages 1, 2, 5 and 6)

- Plans the organizational learning cycle
 - defines (together with other stakeholders) learning needs and objectives
 - ensures integration with HR and strategic cycles
- Defines and agrees with stakeholders learning portfolio architecture
- Creates comprehensive learning experience
 - provides continuing support for skills and competencies acquisition
 - fosters practical application of skills

- Evaluates learning performance and assesses efficiency of the learning cycle
 - develops performance assessment methodology
 - evaluates efficiency of learning solutions and learning cycle
 - carries out learning analytics
 - creates management dashboards and analytics

2. Learning Projects unit (Stage 2)

- Designs and runs Leadership Development Programmes ('LDPs'):
 - Top 100 Executive development programme ('DREAM 100')
 - Middle management development programme ('Level Up')
 - Line management/shop-floor supervisors development programme ('the Foremen School')
 - LDPs for international subsidiaries
 - LDPs for Ecosystem partners
- Conducts internal sessions and conferences
 - identifies goals of internal clients
 - organizes and holds strategic sessions (face-to-face and online)
- Liaises with professional and international community
 - participates in professional conferences, maintains accreditations
 - establishes strategic partnerships with other universities and industry bodies

3. Learning Design unit (Stage 3)

Learning Design unit comprises **Schools**, organized around four distinct disciplines:

1. School of Strategy and Value Management
2. School of Leadership and Teamwork
3. School of Operational Efficiency and Safety
4. School of Project Management

These four schools specialize in knowledge management and transfer in their respective disciplines. They are the engine driving development of all University's courses and programmes with responsibility for:

- Design, development and testing of the new learning solutions
- Development and curation of the course content, materials and case studies
- Digitalization of learning solutions, curation of multimedia content

4. Learning Content Digitalization unit (Stage 3)

- Digitalization of learning solutions, curation of multimedia content

5. Internal Trainers unit (Stage 4)

- Selects, develops, coaches and supervises internal trainers
- Builds and fosters internal trainers' community
- Involves managers in the exchange and transfer of knowledge and practices

BACK-END: LEARNING INFRASTRUCTURE AND SUPPORT

6. Learning Support unit

- Provides planning, scheduling and administration of learning solutions rollout
- Runs budgeting and contract management
- Provides management reporting and dashboards

7. Learning Automation unit

- Runs Virtual Campus and LMS
- Develops and supports various other IT solutions (such as distant learning platforms) providing digital environment for corporate learning

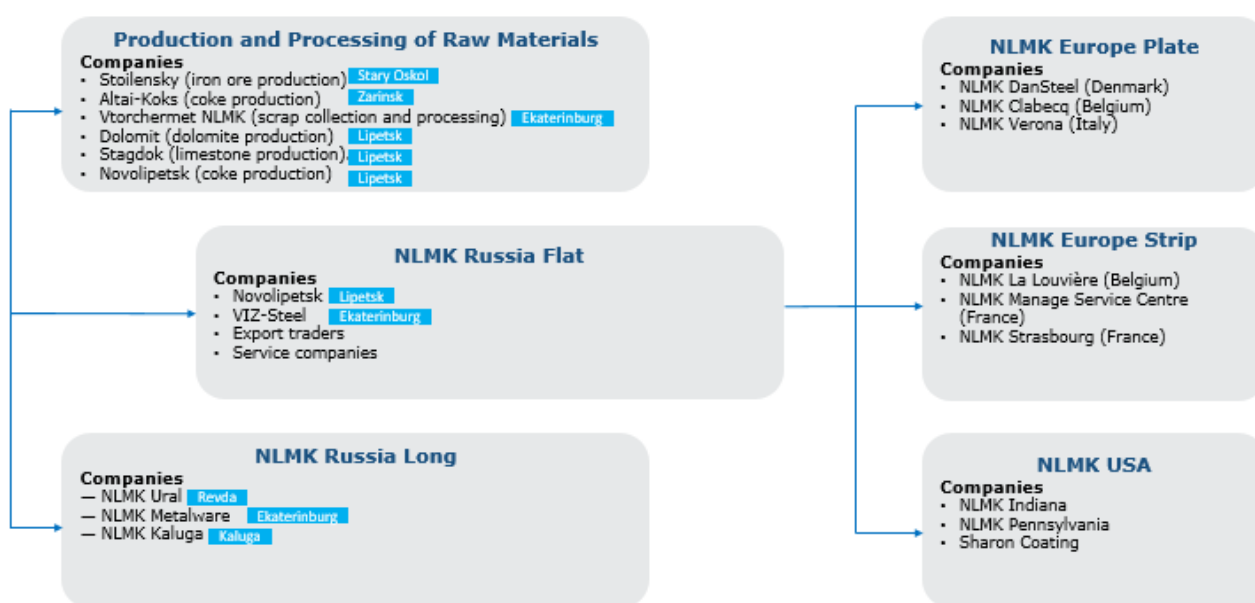
8. Campus Support unit

- Campus operations: maintains on-campus facilities, supports learning events, sessions and conferences
- Multimedia support group: supports campus IT infrastructure and digital landscape

Locations and Facilities (e.g., main headquarters, central training facilities, residential facilities, decentralised training centres, etc.)

NLMK operates production facilities across various regions of Russia as well as in Europe (Belgium, France, Italy and Denmark), the US (Pennsylvania and Indiana) and India. It also has distribution and service centres in many other countries across different time zones (**Figure 8**).

Figure 8. NLMK Group Divisions



Consequently, the University target audience is dispersed across different countries, regions and time zones. The audience distribution is shown in **Figure 9** and **Figure 10** below.

Figure 9. Target Audience Distribution, Russia

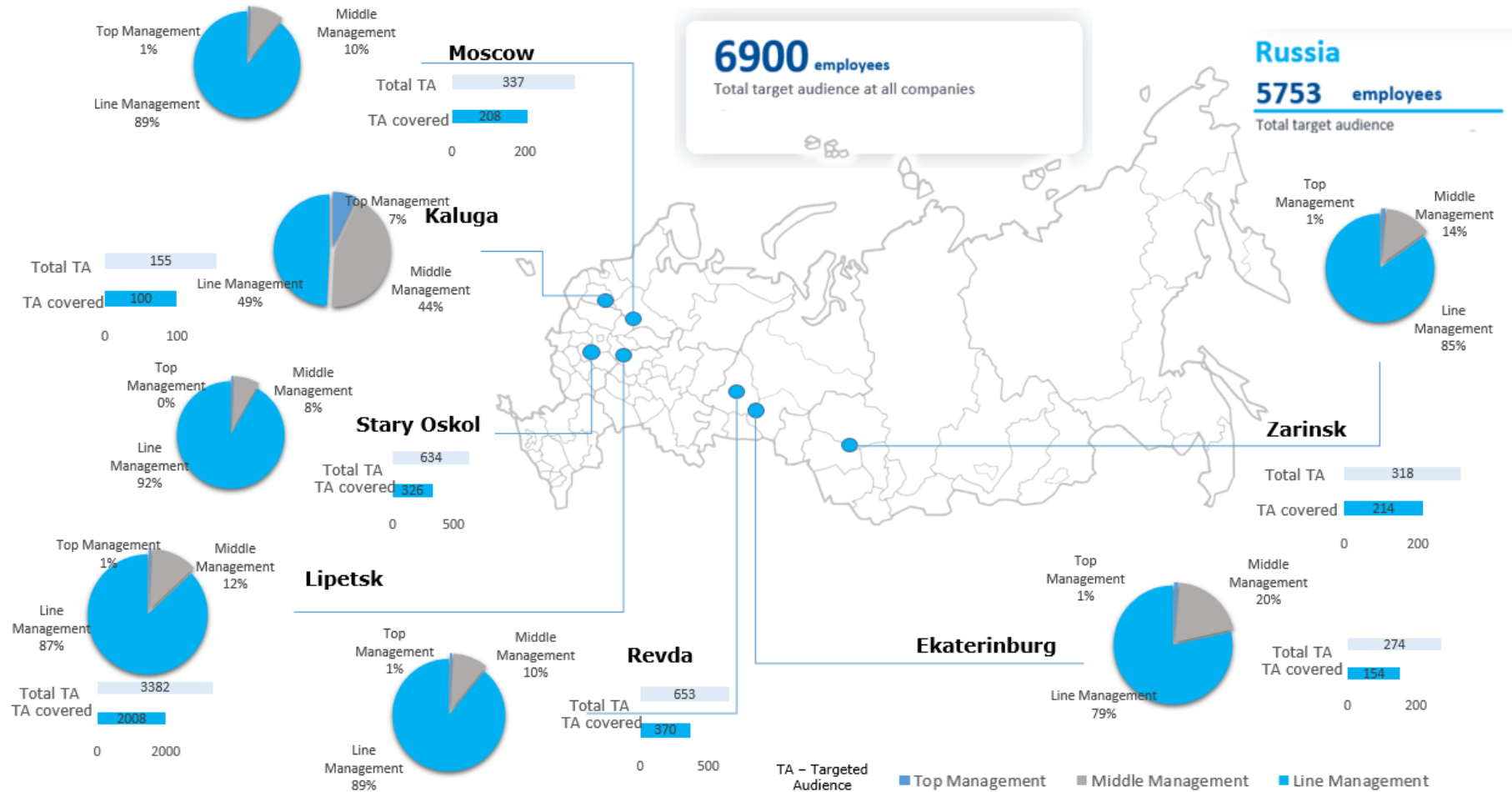
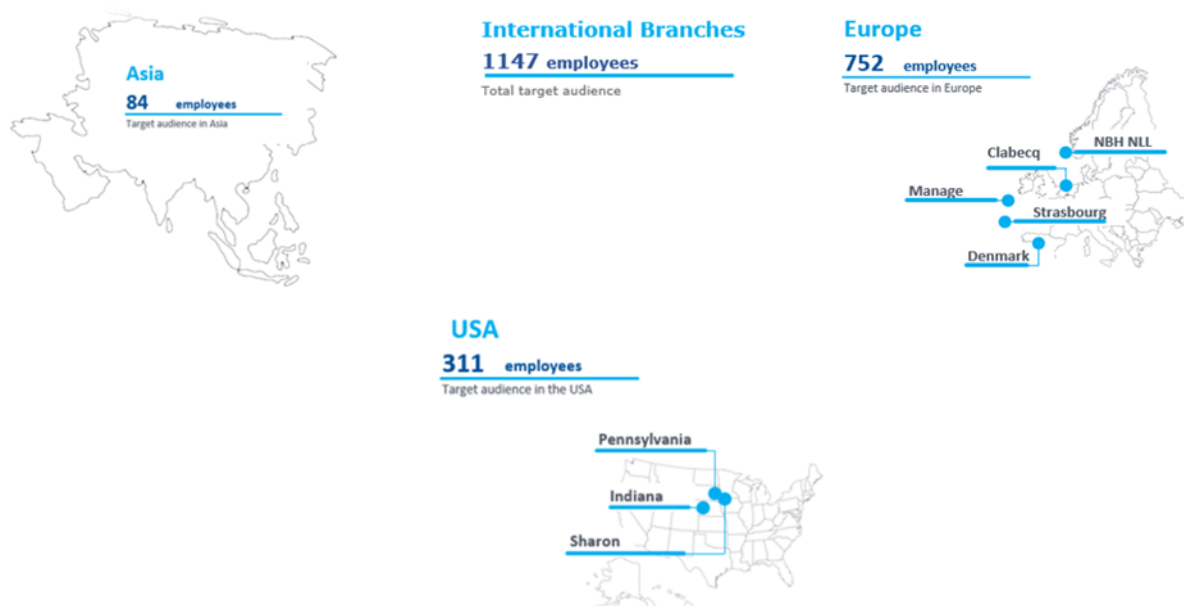


Figure 10. Target Audience Distribution, International Subsidiaries



With such geographical dispersion of its audience, NLMK University adopted a hub/satellites model with a central campus in Lipetsk, Central Russia and learning facilities (clusters) at the main subsidiaries in Russia, Europe and the US (**Figure 11**).

Learning clusters operate as a network of interconnected facilities serving specific territories. They enable continuous employee learning paths within the NLMK Group.

Figure 11. NLMK University Learning Clusters in Russia



The University Campus, its main learning hub, was inaugurated in November 2021. It serves as an innovative learning space integrated into the urban environment of Lipetsk in Central Russia. With no comparable facilities in the region, this modern multifunctional centre provides a world-class learning environment for the professional development of NLMK employees.

Each year the campus facilities can accommodate up to 27,000 employees taking part in various learning and development events. It houses 25 classrooms each accommodating teams from 10 to 120, providing various physical and virtual space configurations catering for diverse learning experiences. The Campus includes two spaces dedicated to design-thinking sessions as well as an exhibition space open to visitors.

A conference centre with a capacity of 500 seats provides world-class meeting venue for various events. Its configuration can be adjusted to accommodate wide range of requirements, from a leadership strategic session broadcast to other University locations to a fully-fledged performing arts event. A wall-to-wall

screen can be split into smaller sections so that speakers on the centre stage can feel the energy of the virtual or a physical audience.

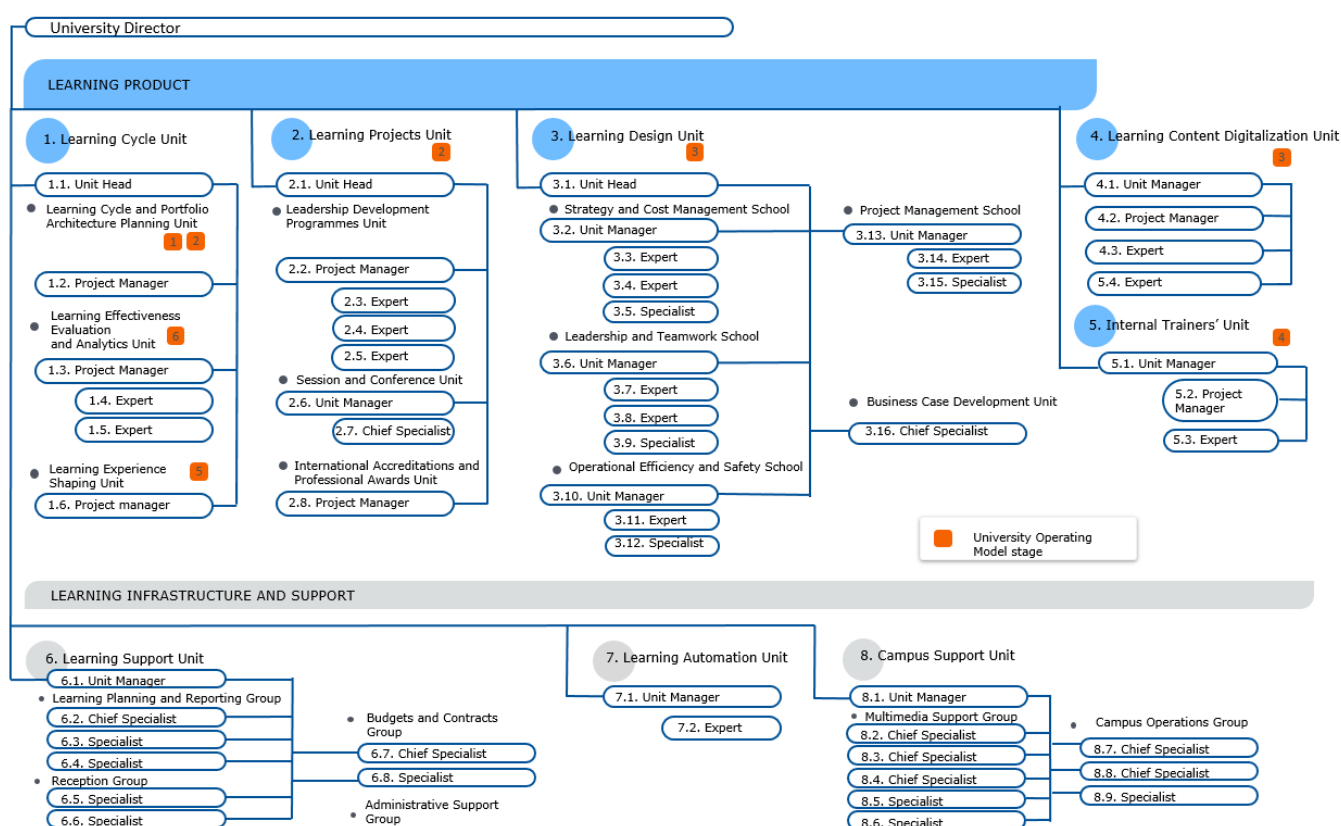
The campus also serves as a virtual multimedia space with a multimedia lab and a data centre for developing, storing and processing digital learning content.

Sample photos of the University's campus are included in **Annex 6**.

Total Headcount of the Learning Organisation

NLMK University currently has 57 FTE. The detailed organizational chart of the University is provided as **Figure 12**.

Figure 12. Detailed organisational chart of the University



Management of the Learning Organisation (Number of persons with managerial responsibility, Roles, Management Committee, etc.)

The University management comprise the University's director and the heads of its units, listed below:

- University Director
- Head of the Learning Cycle unit
- Head of the Learning Projects unit
- Head of the Learning Design unit
- Head of Learning Content Digitalization unit
- Head of the Internal Trainers unit
- Head of the Learning Support
- Head of the Learning Automation unit
- Head of Campus Support

The roles of all units and their leaders are discussed in the beginning of this **SECTION C**.

Given the flat structure of the University, no formal management committee was established. Instead, the University management conducts regular all-hands meetings discussing the status of the learning cycle and the progress of its projects.

Internal Resources (Staff Breakdown): Programme Directors, Programme Designers, IT Staff, Administrative Staff

The roles and responsibilities of various University units are described above. Full staff breakdown is provided in **Figure 12**.

Specifically, the responsibility for the programme design and overall direction rests with the Learning Design unit. This is one of the main competence centres of the University bearing full responsibility for the programme design and development. As mentioned above, the programme design is structured around the following core disciplines:

1. Strategy and Value Management
2. Leadership and Teamwork
3. Operational Efficiency and Safety
4. Project Management

Administrative and IT support as well as campus operations unit are part of the University's back-end division providing learning support, digital infrastructure and campus facilities maintenance.

The University works closely with its business customers and, particularly, corporate HR function. The HR specialists are actively involved in defining learning needs and objectives of the organization, in co-designing learning programmes and solutions and, finally, in assessing learning cycle performance.

For example, programmes involving a mix of management and professional skills, such as the 'Foremen School' programme, are co-designed by the University and HR teams (see examples in **Annex 3**).

Company Resources available for delivery of learning interventions: Board members, Senior line managers, Certified Facilitators/Trainers Etc.

Leaders Teach Leaders approach

In delivering learning experience and conducting its training sessions, the University relies on the *Leaders Teach Leaders* approach, which was proposed in 2017 by Oleg Bagrin, then NLMK President and Chairman of the Management Board. This initiative is aimed at sharing best practices and expertise in the Company as well as demonstrating corporate values by allowing leaders to act as trainers, coaches and mentors.

NLMK University has been working with its business customers and NLMK managers to prepare them for becoming internal trainers. Through its dedicated unit, Internal Trainers academy, the University offers coaching and support for those who are willing (or required) to deliver training courses to their team members. The efforts delivered the results. In 2019, 357 NLMK leaders spent 28 hours each delivering learning solutions to 808 learner groups. In 2020, on the back of Covid-19 pandemic, the number of internal trainers dropped to 318 only to bounce back to 373 in 2021. On average, NLMK managers invest 32 hours per year to share their expertise through teaching the University courses.

While certain programmes (for instance, Top 100 Executive development programme) are developed with the help of external providers, such as INSEAD, the vast majority of the University courses are taught by NLMK Internal trainers. For example, such programmes as 'The NLMK Company', 'Leadership', 'Leadership in Occupational Health and Safety', 'Production System', 'Investment Project Management', 'Economics of Production' and others are delivered solely by the Internal trainers. Other programmes, for instance, 'Impact of Management Decisions on the Value of the Company', are delivered only by the members of NLMK senior management.

NLMK leaders serve as role models for their teams sharing their knowledge as part of the University learning programmes. By taking up the role of internal trainers, they also get an opportunity to strengthen their own managerial competencies since employee coaching and development is an inherent part of a manager's

job. For example, Deputy Chairman of NLMK Board of Directors, Oleg Bagrin, spends over 30 hours per year teaching University courses. Active involvement of other NLMK top management (working as University internal trainers at least 4 days per year) is key to the success of the *Leaders Teach Leaders* approach.

The University offers several programmes to support and develop internal trainers:

- Train-the-Trainer 1.0 course covers the basics every internal trainer should master.
- Train-the-Trainer 2.0 course is intended for experienced trainers who have reached the target level of facilitation skills. Here, an emphasis is made on the group dynamics during learning sessions.
- Eight training skills courses are short learning sessions (up to 2 hours each) focused on the development of a specific facilitation/trainer’s skill. These sessions are available upon request to internal trainers who would like to develop specific competencies.

In 2019, NLMK University internal trainers attended 452 various training sessions.

The internal trainers’ learning and development framework includes initial certification, qualifying the trainer to commence training sessions, and a path to develop as a master trainer. A master trainer is an experienced coach who can help develop new internal trainers.

To track the performance of each internal trainer, the University utilizes Internal Trainer scorecards (**Annex 7**), which monitors the progress of each individual trainer. Every trainer can ask NLMK University experts for guidance and feedback regarding their training skills until he or she reaches the desired level. In turn, after supervision sessions, the University team suggests areas for improvement.

After reaching target competencies level, a trainer is offered an opportunity to supervise one person per year or provide on-demand supervision to further his/her skills. All data on the trainer’s progress is reflected in his/her trainer profile on the NLMK University internal website.

The *Leaders Teach Leaders* approach creates a platform for knowledge sharing and exchange of best practices across all management levels. It also allows the managers to get timely feedback on various issues, all of which has a tremendous impact on the Company’s culture and performance.

As of today, NLMK currently has 376 employees on its internal trainer team, including:

- members of the Board of Directors – 1 person;
- member of the Management board – 6 persons;
- members of top 100 – 43 persons;
- middle management – 111 persons;
- line management – 211 persons.

Further participation breakdown is provided in **Figure 13** and **Table 3**.

Figure 13. Leaders Teach Leaders Participants by Management Level

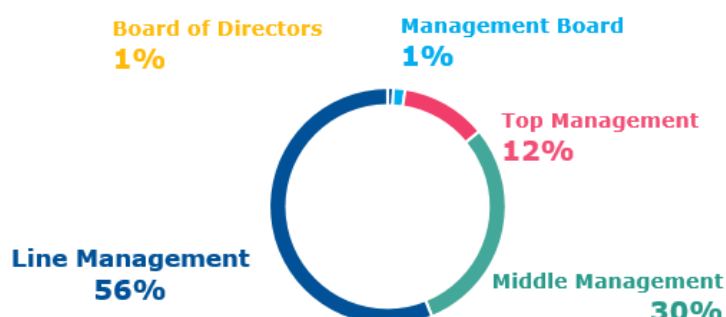


Table 3. Managers Working as Internal Trainers and Learning Solution experts

Management Level	Internal Trainers	Learning Solutions Developers
Board of Directors	1	1

Management Board	6	6
Top managers	43	5
Middle managers	111	12
Line managers	211	6

External suppliers, Main partners (academic institutions, consulting companies, etc)

Vast majority of NLMK University courses are in-house products drawing on internal competencies, expertise and know-how with the University Learning design unit having full responsibility for their design. However, certain courses of a highly specialized nature or those drawing on global best practices, rely on assistance of external providers.

The list of University partners includes the following organizations:

- INSEAD Business School, www.insead.edu
- Thunderbird School of Global Management – CBSD (Russian Division), cbdsd.ru, thunderbird.asu.edu
- Erickson Coaching International, erickson.edu
- Skolkovo School of Management, www.skolkovo.ru/en
- ARB Pro Training Institute, training-institute.ru

In turn, NLMK University develops learning solutions for the following partner institutions:

- National University of Science and Technology MISiS (formerly Steel and Alloys Institute), en.misis.ru
- Higher School of Economics, www.hse.ru/en

Further, to strengthen its own processes, NLMK University maintains ongoing relationships with global corporate education experts, such as Roy Pollock (6Ds Company, the6ds.com), Ken Phillips and many others. In 2020, NLMK University launched a series of webinars on a variety of corporate education topics featuring international experts, and University’s ambition is to increase the number of such learning opportunities.

The University team has successfully completed a 6Ds programme and successfully passed certification in 2021. This means that the University team can now apply the *Six Disciplines* approach to

- create and deliver learning solutions adhering to the best standards;
- increase their personal value as educators.

Since 2019, NLMK University has been a member of several international communities, including EFMD (European Foundation for Management Development), ECLF (Executive Corporate Learning Forum), Steel University and ETCO (Education and Training Committee under the *worldsteel Association*, www.worldsteel.org).

As a *worldsteel* ETCO member, in 2017-2019, NLMK University has localized and translated into Russian Steel University’s learning platform, including online courses, 3D models, simulations and business games covering main aspects of production of iron, steel and rolled products. This means that the Russian-speaking community now has access to a unique knowledge base on iron and steel production and can use the platform to hone their skills.

Thanks to University’s efforts, NLMK Group regularly takes part in global educational events organized by *worldsteel*, such as Steel Management and Steel Talks. The Steel Management programme is an intensive international course on business strategy in the global steel industry. Every year, NLMK University nominates 4-5 managers from all NLMK Group companies to follow this programme. After completing the programme, participants can share ideas and experiences with their peers.

Following the University’s initiative, Technological University, Occupational Health and Safety and other NLMK divisions were invited to take part in *worldsteel’s* Steel Talks sessions. These sessions bring together speakers from major global steel companies (such as ArcelorMittal, Ternium, Tata Steel etc.) to share their experience in various business areas. The list of session topics includes Digitalization in Steelmaking, Professional Development in the Steel Sector, OHS Tools, Decarbonization of Steel Production etc.

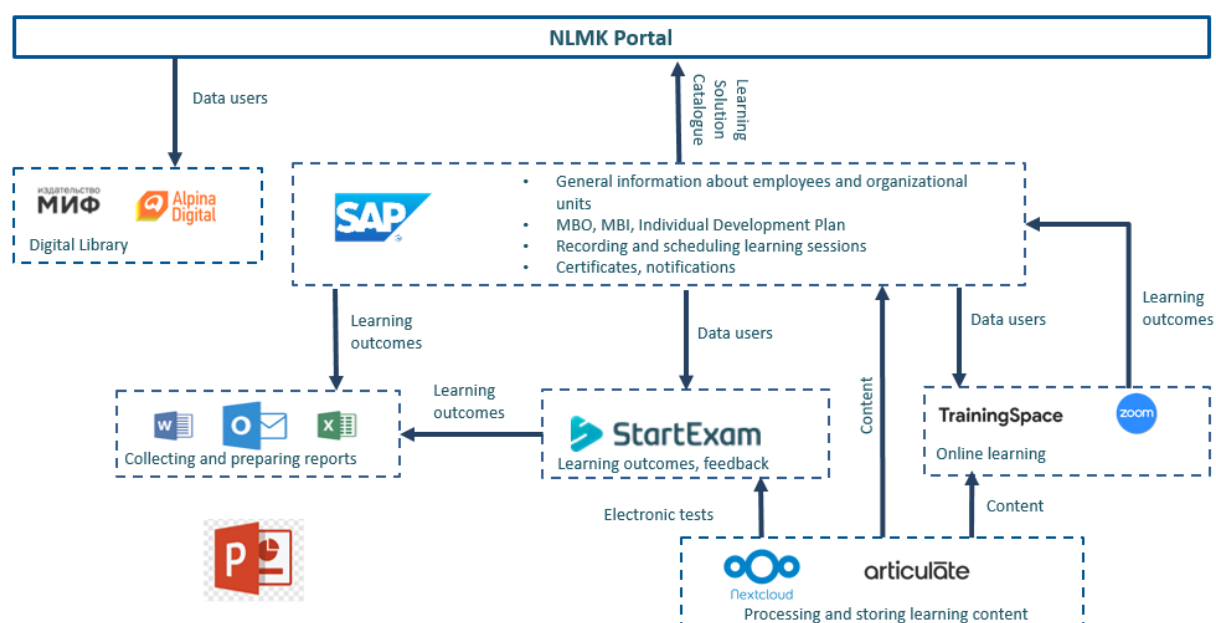
IT Resources for Training and Learning, Electronic Learning Platforms:

From 2016 up until 2018 the University's learning process was administered with minimal automation. At the same time, the University was focused on development of the SAP Success Factors LMS (SAP SF LMS) platform, which was launched in 2019. During this period SAP SF LMS was customized to the University's operating model and integrated with other components of digital learning environment, for instance:

- NLMK University internal portal running on Bitrix24 platform;
- online course delivery platform, TrainingSpace;
- HR training dashboards.

Today SAP SF LMS serves a common information resource for all employee training and development processes, as shown in **Figure 14**. SAP SF LMS provides basis for the HR cycle and learning cycle integration based on common metrics derived from competences assessment, MBO/MBI appraisals, results of learning interventions, talent committee decisions etc.

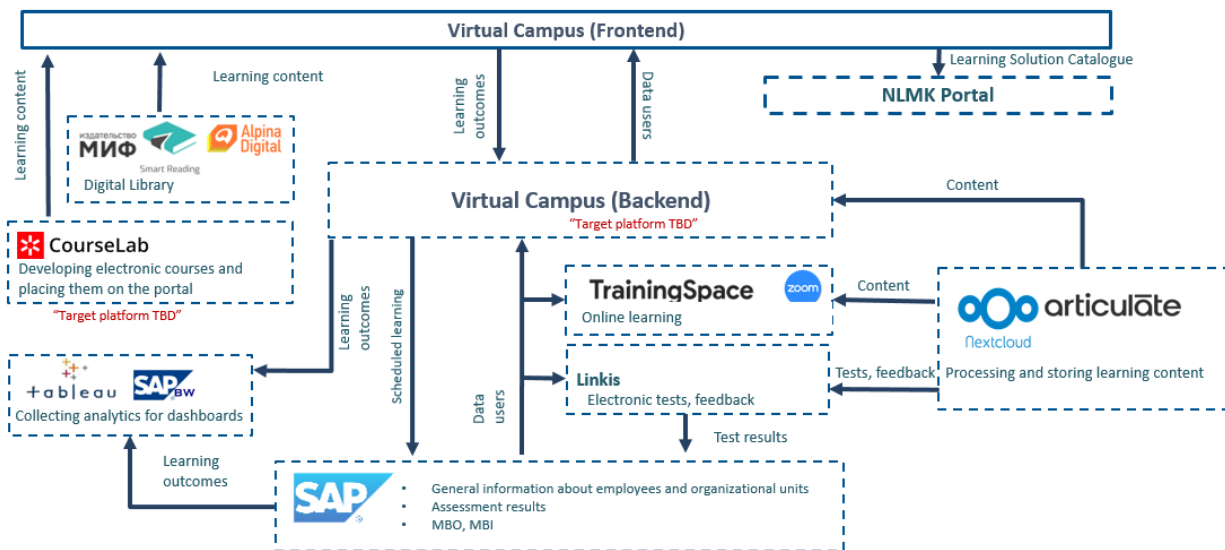
Figure 14. NLMK University IT Infrastructure in 2021



In May 2021, the University adopted its new IT Strategy, which entails development of a Virtual Campus as a single point of entry for all learning services. This would allow the University integrate its learning environment not only with NLMK LMS but with corporate IT platforms of other NLMK ecosystem companies, including strategic partners and clients.

Virtual Campus will be used as a platform covering the University's 6-stage operating model, described earlier in this **SECTION C**. It will expedite course development and, as a result, time-to-market. The University is currently in the process of Virtual Campus development and deployment (**Figure 15**).

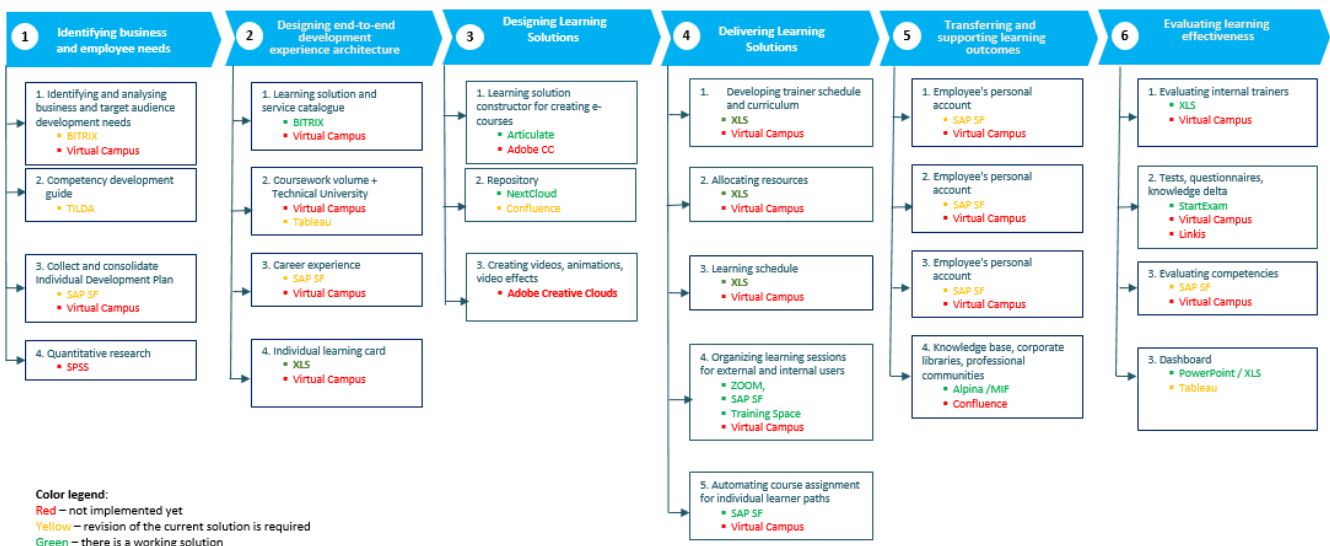
Figure 15. NLMK University IT Infrastructure in 2022



Software Resources

The IT and digital landscape of the University is built around respective stages of its operating model (Figure 16).

Figure 16. NLMK University digital landscape reflects its Operating model



Apart from SAP SF LMS for online course delivery, the University uses several digital platforms, such as Training Space, StartExam and Webinar.ru as further described in the next section.

NLMK University tests new digital learning formats and tools on a regular basis³.

NLMK University maintains subscriptions to several e-libraries (Alpina, MIF, SmartReading, Harvard Business Review) and provides employees library access and business information resources as well as uses these resources as part of its educational content.

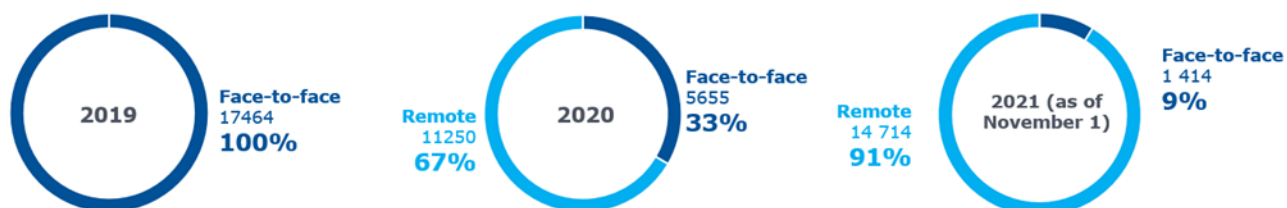
Volume and Percentage of Learning Delivered Online

Initially, all University programmes were built around blended learning format: face-to-face sessions focused on practical skills, problem-solving and teamwork, interposed with online courses mainly dedicated to theory, conceptual knowledge and independent work. Longer running programmes entail mandatory on-the-job project work in between the modules.

In the months following March 2020, on the back of COVID-19 pandemic and ensuing lockdowns, the University had to migrate its learning cycle almost fully online. To do this, the University's Learning Design unit converted the entire programme portfolio into digital formats while the internal trainers were retrained and equipped with online training platforms and tools. As a result, since May 2020, the number of online courses has grown 8.5 times and the learning cycle in NLMK group continued without interruption.

Currently 80% of the University learning solutions are delivered as blended learning where face-to-face sessions substituted by distant learning sessions. This trend is presented in **Figure 17**.

Figure 17. Learning Interventions Delivered Face-To-Face as Distant learning



Today the University's digital course portfolio comprises over 150 learning solutions for different audiences, including e-learning courses, video lectures and webinars, business simulations and interactive lectures. E-learning courses are often used as a prep work for the core programmes. In this case, they are assigned to the learners through the SF LMS system for self-study and initial testing.

When the Covid-19 pandemic effects are less acute and classroom safety is fully restored, the University plans to revert to face-to-face sessions in its new campus as they are deemed superior in terms of efficiency of skills acquisition. However, with its digital push and live digital platforms, the University has built a tremendous advantage of being able to reach wider audiences in shorter time frame. To maintain this advantage NLMK University takes the following actions:

- raises digital awareness of its team members who now need to employ the entire spectrum of distant learning tools in the course portfolio;
- trains and retrain internal trainers who need to acquire additional competencies to work online;
- expands its portfolio of microlearning courses (which can complement many digital programmes) as well as the library of online learning tools.

³ For example, in 2020-2021, the University completed pilot tests of SkillCup (a content management system), Castle Quiz (an online business simulation), Telsy (an online platform for synchronous training) and other tools. In March 2021, Castle Quiz platform was integrated with several NLMK University courses, such as 'Information Technology' and 'Digitalization'.

Funding Model (Cost/Profit Centre; Charges to Business Units/Central HR/Central HQ etc)

As of today, NLMK University is a standalone division of the NLMK Group. It prepares annual budgets, approved by the Academic Council, which then make part of the annual corporate budget. This model makes available to the University significant corporate funding which is critical in the initial phase of its development.

The expense structure includes the following items:

- personnel costs;
- information and consulting services, including costs of external providers;
- annual contributions to international and local organisations;
- external conferences and travel costs.

As the University matures, other forms of funding will be considered, such as a hybrid model where the costs of learning allocated through the divisional, as opposed to corporate budgets.

At the same time the University will be increasingly working with its external customers on arms-length/commercial terms. Already in 2021, the University has received its first revenue from external customers (the companies of the NLMK Ecosystem) for educational consultancy services.

SECTION D

SCOPE OF ACTIVITIES AND MARKETS SERVED

Describe the scope of the Learning Organisations programmes and activities within the company, Coverage of the company organisation, Corporate level (Divisions, Business units, Geographical regions)

For instance, is the Learning Organisation only providing cross-functional, corporate-level programmes that are delivered centrally or does it also design programmes for local delivery in the business units and regions?

NLMK University has the following target markets ('audiences'):

1. NLMK Group, including its international subsidiaries

2. NLMK Group strategic partners:

- Freight One (pgkweb.ru/en): the largest private Russian railway freight operator operating a fleet of more than 100,000 rail cars;
- Port One (www.en.seaport.spb.ru/): one of the largest providers of stevedoring services in Russia with ports and terminals in the Baltic Sea and Black Sea;
- Volga Shipping (www.volgaflot.com/en): one of the largest bulk cargo shipping companies in Russia operating a fleet of over 200 vessels;
- Corporate Solutions Centre (cscentr.com/): provider of outsourced transactional services, including accounting, tax, reporting, payroll administration and other.

3. NLMK Group Ecosystem: strategic clients, suppliers, contractors and other companies in the regions where the Company operates

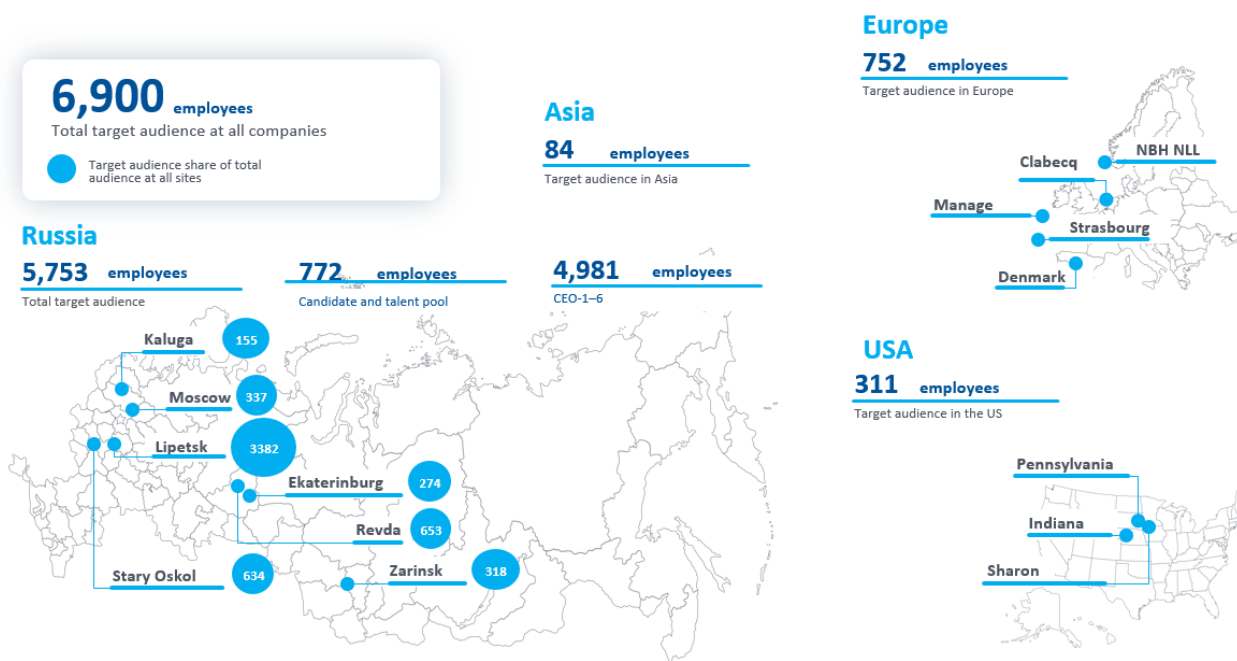
For its main client, NLMK Group, the University's total addressable demand (total audience) in 2017-2020 was approximately 6,000 persons. Since 2021, after extending its scope onto the international subsidiaries, the University's total audience is 6,900 persons, being all top- middle- and line management positions as well as the management talent pool.

Geographical breakdown of the target NLMK audience is presented in **Figure 18**.

The University has been successfully catering for the training and development needs of the entire cohort of 6,900 NLMK Group managers. With respect to the NLMK Ecosystem and strategic partners, at the moment the University is looking to develop long-term cooperation programmes with them while at the same time providing learning and educational consultancy services upon request.

Actual number of learning interventions since the University's inception by target audience by programme is presented in **SECTION E** and in **Annex 4**.

Figure 18. NLMK University Target Audience Distribution



Categories and Levels of Staff Served

Please indicate the principal target groups within the scope of the Learning Organisation’s mandate: Senior management, Middle management, First-line managers, New recruits, High potentials, Talent pipeline, Functional staff (sales, HR, finance & accounting, ...), Technical staff Etc.

NLMK University target audience includes the following groups:

1. NLMK Group: 6,900 employees (as of November 1, 2021)

NLMK Russia:

- Senior management (CEO, CEO-1, CEO-2): 64 persons
- Middle management (CEO, CEO-1, CEO-2): 790 persons
- Line management: 4127 persons
- Candidates to line management positions (talent pool): 772 persons

NLMK International Subsidiaries:

- NLMK Europe – 752 persons
- NLMK USA – 311 persons
- NLMK Asia – 84 persons

2. NLMK Group strategic partners (Freight One, Port One, Volga Shipping, Corporate Solutions Centre): 1,200 persons (as of November 1, 2021), including

- Freight One – 468 persons
- Port One – 400 persons
- Volga Shipping – 75 persons
- Corporate Solutions Centre – 257 persons

3. NLMK Group Ecosystem: 5,000-10,000 persons (rough estimate).

Learning statistics for the past years by management level is presented in **Table 4** below.

Managers of different levels of responsibility spend up to 10 days per year, i.e. 5% of their working time, taking part in the training programmes (excluding conferences). On top of that, high-potential employees and aspiring candidates to management positions enrol in Leadership Development Programmes, including, for instance, 152 hours for the middle management ('Level Up' programme) and 112 hours for the line management ('the Foremen school').

Table 4. Learning Statistics for NLMK Russia

Management level	Maximum learning hours	Average learning hours in 2019	Average learning hours in 2020	Learning hours as of November 1, 2021
CEO		12	8	9
CEO-1		27,5	19,6	12
CEO-2		29,9	26,5	12
CEO-3	10 days/ 80 hours	26,2	17,7	17
CEO-4		25,9	19,3	18
CEO-5		27,6	19,1	17,2
CEO-6		28,7	17,9	16,4
Candidate and talent pool		21,4	16,1	15

NLMK University also offers a New Manager adaptation track for new recruits to executive positions. This track covers core leadership competencies and essential aspects of NLMK corporate culture.

External Markets Served: Customers, Suppliers. Countries in which the Learning Organisation has a formal presence or a substantial activity

As discussed in **SECTION C** (Locations and Facilities) the University operates in Russia and other regions where NLMK has production facilities, including Belgium, Denmark, Italy, France and the US. Learning clusters in all countries run the same processes and deliver the same learning interventions, with the Russian cluster serving as the centre of excellence.

In 2020, NLMK University started offering learning solutions to NLMK Group strategic partners as a paid service. In 2021, first learning solution exclusively designed for Freight One was launched and received positive feedback with NPS of 90+%.

In September 2021, managers from all NLMK strategic partners companies joined 'Level Up' Leadership Development Programme.

Principal types of L&D interventions provided for the above target groups (for example: change management, cultural integration, leadership development, functional skills, personal development, technical training, etc.)

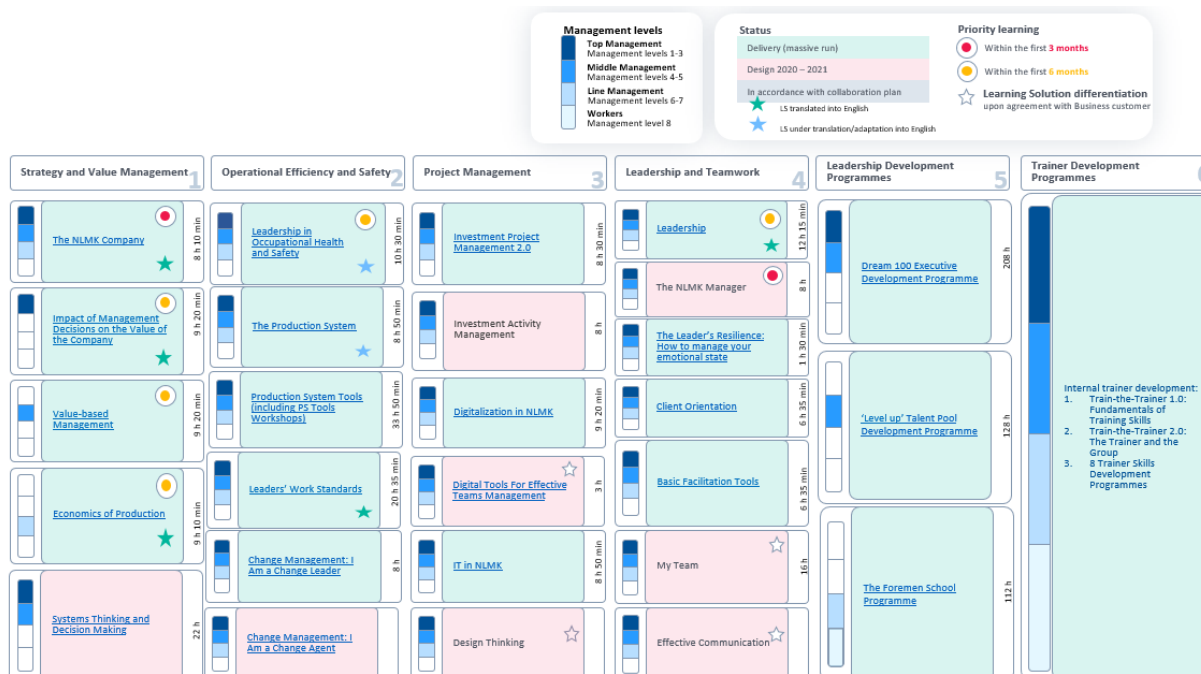
As explained in **SECTION C** (Operating model), the University's product offering is centred around four disciplines, essential for the deployment of NLMK strategy and its long-term growth:

1. Strategy and Value Management
2. Leadership and Teamwork
3. Operational Efficiency and Safety
4. Project Management

Each discipline ('school') contains several courses of varying level of complexity. The courses are aligned with specific strategic objectives of NLMK and adapted in terms of focus and level of difficulty for different management levels. Certain courses are combined into leadership development programmes for different management cohorts. Finally, there are specific courses for internal trainers to strengthen their skills and confidence.

The structure of the current Programme Portfolio is shown in **Figure 19**. Further details of the portfolio's structure are provided in **Annex 1**.

Figure 19. Learning Solutions Portfolio



NLMK Learning Solutions synthesize the best practices and expertise of NLMK Group experts, as well as cutting-edge global learning trends. They create a backbone for NLMK corporate knowledge management.

- All learning solutions are created by design teams bringing together best internal experts, functional leaders, and, if required, business school professors.
- All learning solutions are interrelated, making up an integrated system with cross-references, shared concepts and meanings, and sometimes built around common case studies. All learning stages (preparatory work, F2F/remote learning sessions and follow-up activities) are designed to ensure a holistic learning experience and effective transfer of knowledge.
- All learning solutions are tailored for specific management levels and/or functional areas.

In 2020 the University started focusing on developing Leadership Development Programmes (LDPs), combining both internal and external courses with on-the-job training and project work in between modules. Three such new LDPs were launched:

- **Senior Leadership Development Programme**, including talent pool for senior positions ('DREAM 100') is offered in collaboration with the INSEAD Business School
- The 'Level Up' Talent Pool Development Programme for the **middle management**;
- The Foremen School Programme is offered to talent pool for the **line management** and foremen positions.

In addition to learning solutions and development programmes for trainers, NLMK University offers sessions and conferences to various business and functional areas of NLMK Group.

Strategic sessions for top management are held twice a year, while functional area sessions take place at least annually. During these sessions, participants discuss their core projects and achievements, share best practices, analyse external trends and identify opportunities for strategic development.

All strategic sessions are unique and adjusted to each Business Customer's goals and needs. The goals and expected outcomes of each session are defined by the University's Sessions and Conferences unit in close collaboration with each business customer. Typically, conference customers are functional leaders (vice-presidents) and heads of business units. They are involved in the development of the session's agenda and content and can also be engaged as facilitators. The target audience of strategic sessions typically comprise the middle management of a respective functional area or a business unit. The average number of participants of these sessions varies between 20 and 150 persons.

SECTION E

KEY INDICATORS

Number of participants enrolled in learning initiatives per year. Percentage of employees in learning initiatives. Number of participant days/year. Learning Spend as % of payroll. Other:

Nota Bene: Please add any other relevant indicators to portray the volume of training provided. For the Learning Organisation, for the company as a whole (if available).

NLMK University Key performance indicators

Trends in the University's high-level operating metrics, such as volume of training, audience reach, cost of design and delivery of the learning solutions are summarized in **Table 5** below.

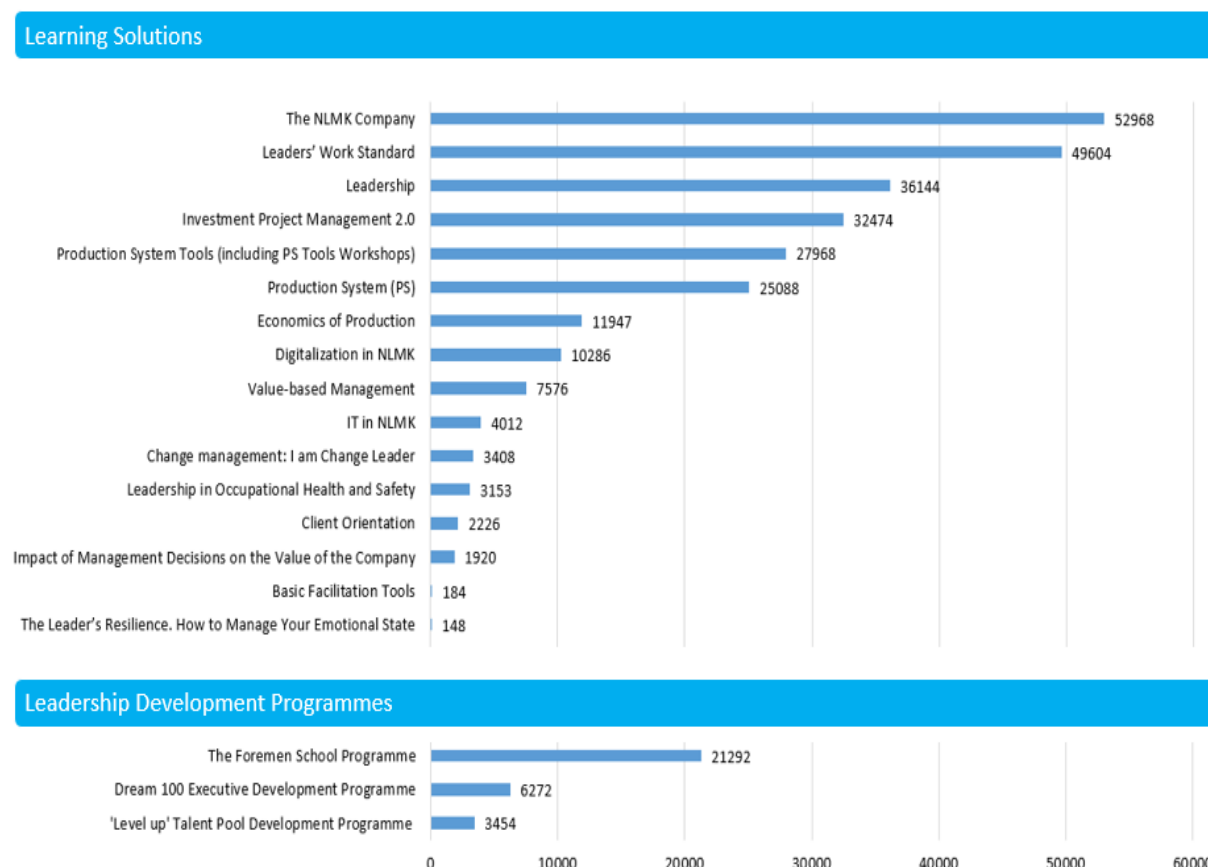
Table 5. Key performance indicators

Key Indicators	For the Learning Organization				
	2017	2018	2019	2020	2021 (as of 1.11.21)
Number of individual trainings	1500	6500	17 464	16 905	16 128
Number of Learning Solutions	2	3	28	45	45
Number of e-learning courses	12	27	36	180	149
Number of internal trainers	54	140	357	318	380
Number of strategic sessions and conferences	-	25	28	35	17
Languages	1 (Russian)	2 (Russian, English)	3 (Russian, English, French)	3 (Russian, English, French)	3 (Russian, English, French)
Number of management and talent pool employees trained per year	511	3802	5474	5976	5622
Percentage of trained employees per year	9%	69%	99%	94,9%	82%
Number of training days per year / number of individual trainings	107 / 1500	440 / 6500	1049 / 17,464	1253 / 16,905	1222 / 16,128
Number of training man-hours	9460	71,828	145,828	114,599	94,169
Number of trained groups	45	265	808	1,114	1,206
Number of e-learning courses taken	2179	1471	4671	101,638	56,339
Learning Solutions design cost, RUB mln	11,8	7,4	3,7	13,5	4,3
Learning Solutions delivery cost, RUB mln	0,9	5,8	31,3	19,9	2,2

Volume of training

The University's volume of training accumulated since inception (2017) by learning solutions and LDPs is shown in **Figure 20**. Detailed statistics reflecting the training hours by learning programme/solution is provided in **Annex 4**.

Figure 20. Training Hours by Learning Solutions, since inception



Please see **Annex 4** for details.

NLMK University performance measurement overview

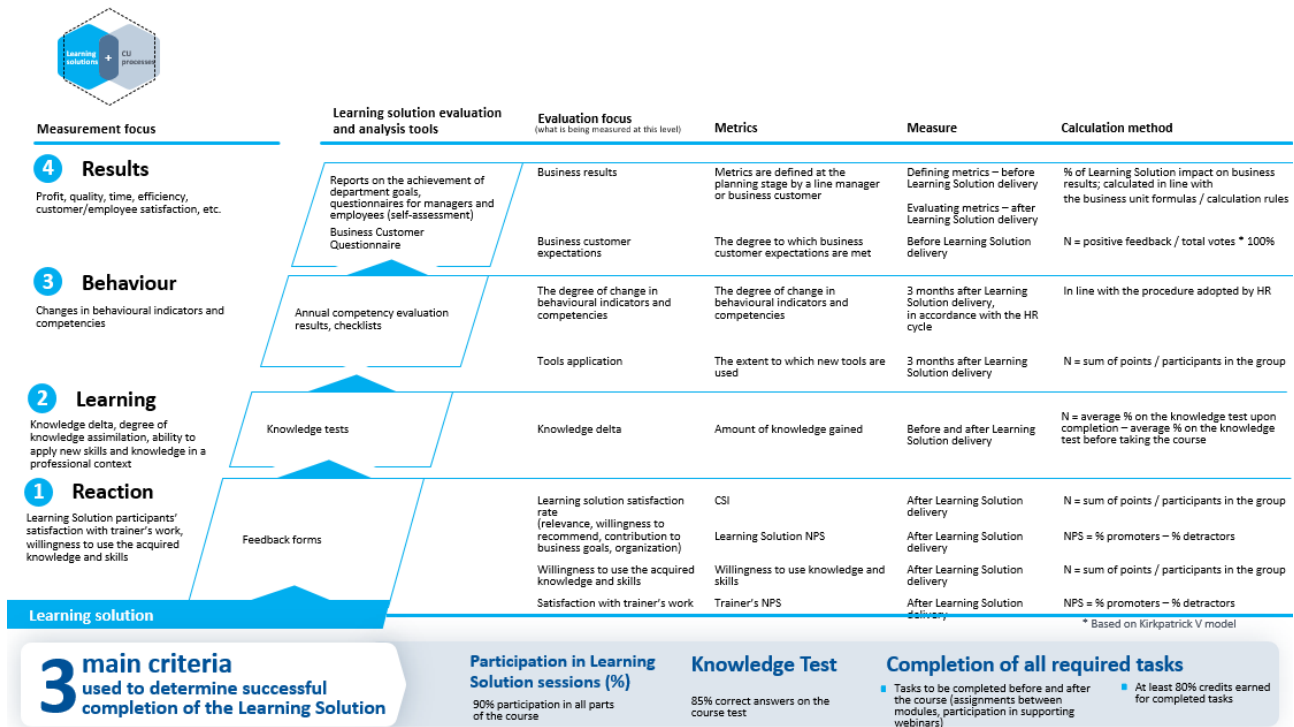
To monitor the progress of the organizational learning cycle as well as its own evolution, the University employs performance measurement system launched in 2020, which aims to assess:

- the efficiency of the learning cycle at different stages;
- contribution of learning and development to the Company's human capital growth and achievement of its strategic objectives;
- the quality of the University processes and practices.

Performance management system is described in detail the University's Performance Guide approved by the Academic Council in December 2020, and based on the well-known Kirkpatrick/Phillips V model (**Figure 21**). Currently performance measurement includes the following four levels:

- Level 1: Reaction
- Level 2: Learning
- Level 3: Behaviour
- Level 4: Results (to be launched in 2022).

Figure 21. NLMK University performance measurement model



Performance evaluation at different stages of the learning cycle is carried out by the University's Learning Cycle unit together with the HR and corporate controlling teams.

Levels 1 and 2 efficiency is assessed through such metrics as Customer Satisfaction Index (CSI) and NPS, as well as through pre-course and after-course testing (knowledge acquisition).

Levels 3 and 4 efficiency metrics are assessed in connection with the HR cycle and are based on other corporate-wide performance evaluation techniques, such as MBO (management by objectives) and MBI (merit-based increase) assessments. For example, Level 3 metrics are relevant to the employees MBO discussions and development of individual LDPs. Level 4 metrics are used in the context of divisional (business) results reviews and in connection with divisional LDP development jointly by the HR, the University and the corporate controlling teams. They are also relevant for identification and assessment of the management competencies' gaps to be remedied over the next learning cycle, as discussed in **SECTION B** (Governance).

All learning performance data is stored in SAP SF and is made available to the University and HR specialists on a need-to-know basis (**Figure 22**). Latest performance metrics are summarized in **Table 6** below.

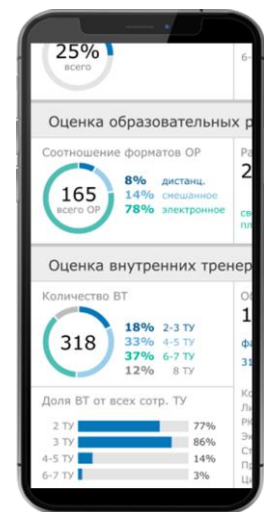


Figure 22. NLMK University Mobile Dashboard

Table 6. The University's performance metrics

	Evaluation focus	Metrics	Calculation method	Target	Current (as of 01.11.2021)
Reaction	Learning Solution satisfaction (relevance, willingness to recommend, use, organization)	CSI	N=% promoters – % detractors	Learning Solution Relevance – 8.0	Learning Solution Relevance – 9.1
				Learning Solution satisfaction – 8,0	Learning Solution satisfaction – 9,3
		Learning Solution NPS	N=% promoters – % detractors	85%	76%
	Willingness to use the acquired knowledge and skills	Willingness to use knowledge and skills	N=sum of points/ # participants in the group	8.0	8,9
	Trainer work quality satisfaction (willingness to recommend a trainer)	Trainers' NPS	N=% promoters – % detractors	85%	82%
Learning	Knowledge delta	Amount of knowledge gained	N= average % of test scores after learning solution - average % of test scores before learning solution	30%	32%
				Average% of residual knowledge - 50%	
Behaviour	Level of change in behavioural indicators and competencies	Level of change in behavioural indicators / competencies	In accordance to HR cycle	more than 70% of managers note positive changes in employee behaviour	Interviews with participants of 'Foremen School' and 'Level up' development programmes. The 'Foremen School': 91% of managers noted positive changes in employee behaviour; 'Level Up': 74% of managers noted positive changes in employee behaviour
				Questionnaires in the system by the end of 2021.	In process (joint project with HR)
				Degree of new skills use	N=sum of points/#participants in the group
Results	Business results	The list of metrics is determined while planning participation in the Learning Solution by a manager or a business customer.	% of the business results achievement influenced by the learning solution.	Together with HR and controlling, the relationship between the achievement of business goals of departments and the development of the competences of managers is monitored	In process (joint project with Finance)
				Ahead of the course 50% of the participants identify annual business goals, which might be reached with the help of learning solution. These goals are measured before and after the learning.	
	Business Customer expectations	The extent of meeting the customers' expectations	N = # of positive answers / total # of ratings * 100%	CSI – 8.0 The first questionnaire will be carried out after 3Q'2021 results	In process

PLEASE PROVIDE SUPPORTING DOCUMENTS AS FOLLOWS:

- A SET OF INSTITUTIONAL DOCUMENTS OR WEBSITE REFERENCES AS APPROPRIATE, IF POSSIBLE, IN ENGLISH
- A LIST OF THE PRINCIPAL PROGRAMMES OFFERED (YOU MAY USE THE ATTACHED TEMPLATE)
- A SWOT ANALYSIS REFLECTING THE CURRENT SITUATION OF THE LEARNING ORGANISATION WITH AN INDICATION OF THE MAIN DEVELOPMENT CHALLENGES

Annex 1. NLMK Learning Solutions Portfolio Details

Topics/areas	Programme/course	Duration	Target Audience	No. of Groups/year (2020)	No. of individual trainings/year (2020)	Internal/ Outsourced
<ul style="list-style-type: none"> ■ Leadership ■ Coaching and Mentoring ■ Strategy Implementation 	'Dream 100' Executive Development Programme	208 hours extended in time (within 1 calendar year February-December): <ul style="list-style-type: none"> ■ 4 Modules 4-5 days each ■ pre-work ■ learning activities between modules ■ post learning activities 	Talent pool for management levels 2-3	1	168	Mix of internal leaders/trainers/speakers and external providers/professors/coaches/real clients Programme managed by the University team
<ul style="list-style-type: none"> ■ Leadership ■ Personal Skills ■ Culture Change 	'Level Up' Talent Pool Development Programme	128 hours extended in time (4 months): <ul style="list-style-type: none"> ■ 3 Modules 4-5 days each ■ pre-work ■ learning activities between modules ■ post learning activities 	Talent pool for management level 4	1	57	Mix of internal leaders/ /speakers and external providers/ professors/ speakers Programme managed by the University team
<ul style="list-style-type: none"> ■ Management Skills ■ Personal Skills 	The Foremen School Programme	112 hours extended in time 3 months for foremen, 6 months for succession pool): <ul style="list-style-type: none"> ■ F2F/remote learning ■ Self-study (electronic courses – video series about the work of a foreman) ■ Webinars 	Talent pool for management levels 6-8	3	518	Mix of internal trainers and external providers Programme managed internally by the University team
<ul style="list-style-type: none"> ■ Strategy and Value Management 	The NLMK Company	8 hours 10 min	All NLMK management	69	1497	Internal
	Impact of Management Decisions on the Value of the Company	9 hours 20 min	Top management	1	34	Internal
	Value-based Management	9 hours 20 min	Middle management	12	195	Internal
	Economics of Production	9 hours 10 min	Line management	27	442	Internal
	Systems Thinking and Decision Making	22 hours	All management	Pilot delivery in 2021	0	Internal with external experts
<ul style="list-style-type: none"> ■ Operational Efficiency and Safety 	NLMK Production System (or Production System)	8 hours 50 min	All management	82	1472	Internal
	PS Tools	8 hours 50 min	All management	107	1287	Internal
	PS Tools workshop A3	8 hours 20 min	Members of project teams	17	269	Internal

	PS Tools workshop Mapping	8 hours 40 min	Members of project teams	29	418	Internal
	PS Tools workshop 6C	8 hours	Members of project teams	4	72	Internal
	Leadership in Occupational Health and Safety	10 hours 30 min	All management	6	81	Internal
	Leaders' Work Standard	20 hours 35 min	All management	321	3526	Internal
	Change Management: I am change leader	8 hours	All management	Roll out in July 2021	0	Internal and external experts
	Change Management I am change agent	TBD	All management	Plan for design 2021	0	Internal and external experts
■ Project Management	Investment Project Management 2.0	8 hours 30 min	Invest project team members	Pilot delivery in 2021	0	Internal
	Investment Process Management	8 hours	All management	Plan for design 2021	0	Internal
	Digitalization in NLMK	9 hours 20 min	All management	19	501	Internal
	IT in NLMK	8 hours 50 min	All management	2	32	Internal and external experts
	Design-Thinking	TBD	All management	Plan for design 2021	0	TBD
■ Leadership and Teamwork	Leadership	12 hours 15 min	All management	97	2452	Internal
	The NLMK Manager	8	All management	Pilot delivery in 2021	0	Internal
	The Leader's Resilience: How to manage your emotional state	1 hour 30 min	All management	Pilot delivery in 2021	TBD	Internal
	Client Orientation	6 hours 35 min	All management	1	35	Internal
	Basic Facilitation Tools	6 hours 35 min	All management	0	0	Internal
	Effective Interaction in Virtual Environments	TBD	All management	Plan for design 2021	0	TBD
	Effective Communication	TBD	All management	Plan for design 2021	0	TBD
	My Team	TBD	All management	Plan for design 2021	0	Internal and external experts
■ Internal Trainers	Train-the-Trainer 1.0 Fundamentals of Training Skills	1 day/ 8 academic hours	Internal trainers	12	152	Internal
	Train-the-Trainer 2.0 Trainer and Group	2 days/ 12 academic hours	Internal trainers	3	24	Internal
	8 Training Skills Development Programmes	duration of each programme/ 2 academic hours	Internal trainers	44	5212	Internal

Annex 2. NLMK University SWOT Analysis

STRENGTHS

- NLMK University enjoys strong commitment and support from NLMK executive team, which enables its further development
- The University learning framework is based on efficient and versatile *Leaders Teach Leaders* approach
- University Learning Solutions Portfolio is fully aligned with the Company's strategic agenda
- NLMK University enjoys efficient cooperation with corporate HR function in corporate L&D
- University has a strong operating model with hub/satellites learning infrastructure
- University was able to provide an effective response to the Covid-19 challenge and quickly adapt to the new ways of delivering learning solutions

OPPORTUNITIES

- The new NLMK University's Virtual Campus will broaden the choice of digital learning opportunities
- The new state-of-the-art Lipetsk campus opened in 2021 will strengthen the NLMK University brand and its resource base
- NLMK University will become a learning hub for all NLMK Group international subsidiaries
- NLMK University can offer learning solutions to the entire NLMK ecosystem and beyond, for instance, to the companies in the regions and countries of the corporate presence
- University will benefit from introduction of predictive learning analytics and other advanced technologies

WEAKNESSES/DEVELOPMENT CHALLENGES

- The advanced digital learning platform is still in the design and development phase
- NLMK University team members need to strengthen their skills in the field of digital technologies, learning performance evaluation and assessment, design thinking and English language proficiency (to facilitate internationalization)
- NLMK University needs to build its reputation and recognition as one of the major Russian corporate learning centres

THREATS

- Rapid progress of digital technology requires changes in learning process and solutions and proactive response from the University
- The market of high-end corporate learning in Russia is not deep, which may restrain growth of the NLMK University external customers

Annex 3. Learning Solution Design Examples

Example 1. 'The Foremen School' Programme

The Business Customer of the Foremen School Programme is the President of NLMK, Chairman of the Management Board. The HR Technological University provides support in terms of programme development and delivery, ensuring seamless integration with HR processes and professional learning. The programme architecture, as well as the terms of its delivery, are defined and approved by all stakeholders.

To meet the Business Customer needs, NLMK University specialists developed the Foremen School Programme design which includes the following:

- Target audience: the talent pool for foremen positions.
- Programme goal: develop foremen managerial skills to boost their operational efficiency and problem-solving capabilities.
- Objectives: build an understanding of the role foremen play in attaining corporate strategic goals, develop relevant tools to streamline process management in relevant areas of expertise, as well as communication skills and collaboration.
- Concept: a module-based mid-length programme covering various topics and based on different formats, with additional learning activities between the course modules.
- Target skills: performance control, team development, collaboration, continuous improvement, systems thinking and how they relate to corporate competencies.
- Programme evaluation in four dimensions: Reaction, Learning, Behaviour and Results.

The learning track was designed to reflect all these aspects within a single programme. It has specific features in terms of content and number of modules and relies on a combination of e-learning, F2F and remote courses bridged by learning activities between the modules.

The e-learning courses specially designed for the Foremen School Programme have a unique format – a video series simulating real work situations with main characters played by professional actors. The list of characters includes the foreman and his/her team, his/her line supervisor and colleagues from other departments. In his interview to a group of foremen, Mr Vladimir Lisin, NLMK Chairman of the Board, shared his personal experience of being a foreman and discussed production practices, which were incorporated in the video series.

The Content Map is a special tool designed by NLMK University in cooperation with HR professionals and production experts. It portrays the main challenges a foreman may face as a manager and offers specific topics and tools that can be used to address skill gaps. In close collaboration with the key production experts (professionals sharing authentic work situations), the NLMK University team prepared and developed screenplays for the videos that were used to produce e-learning courses.

Initially, a pilot programme was launched for 38 participants. Every week, NLMK University and HR representatives discussed the programme status, issues/progress of the pilot version, took relevant decisions and made all necessary adjustments. After each stage (milestone) of the pilot rollout, the University team provided Business Customer representatives (the Technological University Director and her deputies) with a detailed report, including relevant learning metrics, technical and organizational issues, proposed action plan for further improvement, as well as programme success stories.

Pilot delivery enabled the team to test the programme quality and efficiency, obtain immediate feedback and introduce the necessary changes/improvements. Upon successful deployment of the pilot programme, the course was offered to the entire target audience of 2,524 employees.

The efficiency of the pilot programme delivered between August and December 2020 was evaluated based on the Kirkpatrick Four-Level Model. At the Reaction level, CSI stood at 9.3 out of 10, and the NPS was 80% out of 100%.

Additionally, evaluation was completed in the following categories:

- Ease of comprehension: 9.3 out of 10
- Applicability at work: 9.2 out of 10
- Visualization and formats: 9.5 out of 10

At the level of Learning, the average knowledge test result after 4 modules was 75% out of 100%.

At the Behaviour level, line managers were requested to assess the behavioural changes among their subordinates, which were linked to the target competency indicators.

The survey showed the following results:

- 91% of managers in the target audience had noticed positive changes.
- 9% of managers in the target audience had noticed no changes.

The business results were evaluated following two criteria:

- % of talent pool candidates appointed as foremen: 7% of the target audience.
- % of KPI improvement: 18% (improvement in the quantitative index reflecting the average MBO target achievement in 2020 (the year when the programme was launched) vs. 2019 (the year preceding the programme's launch)).

The programme also inspired progress in the achievement of individual targets, which resulted in improvements in production efficiency, quality, safety, number and quality of improvement initiatives, thereby directly impacting economic results of the Company.

The Foremen School Programme is one of many examples showing how University experts work to ensure the appropriate input of the key stakeholders.

Example 2. 'The New Manager' e-course

The New Manager course is a part of NLMK onboarding track. It was designed to increase performance of new recruits to management positions (employees who received a promotion or newcomers). The course familiarizes new managers with the key NLMK HR processes and systems and ensures quick and comfortable job adaptation. The Vice-President of Human Resources is the main Business Customer of this Learning Solution. NLMK University decided to use the Agile approach for developing this solution.

The major challenge at the development stage was related to the fact that the University team needed to reconcile the opinions of its main Business Customer with 15 other experts on various topics.

To get a better idea about the future course content, NLMK University conducted a series of interviews with newly appointed managers. Major issues uncovered during the survey were used to identify key learning outcomes and develop a content map and relevant exercises to help participants gain relevant experience and hone their skills to cover all existing gaps. Based on interviews with HR experts, the University team created a detailed content map featuring four topics and over 55 microlearning sessions.

At the next stage, a roadmap with steps and deadlines was drawn up. The University team was responsible for developing the course methodology, while creative design was outsourced. Monday meetings (c.f. Agile timeboxing) with the provider were held to determine the list of tasks to be completed at a certain time. The University team relies on the iterative development approach which implies using the results and capabilities demonstrated during the previous phase to decide on further steps. In addition to weekly meetings with the provider, brief daily internal meetings (up to 15 minutes) were held with three points on the agenda: 'What did I do yesterday? What will I do today? Am I having any issues?'

To maintain customer focus, NLMK University held sprint demo meetings with the main Business Customer providing status updates. Such meetings are instrumental for gaining a more nuanced insight into the customer needs to adjust the materials in line with the feedback. Thanks to the Agile approach, all parties involved in the development process stayed connected, enabling the team to make quick content updates.

This course has a major advantage in that it is offered in an electronic format, being available 24/7. It relies on an asynchronous learning, allowing all learners to come back and find relevant guidance in the course content (even after completing the course). The University team makes regular course updates since HR processes and systems constantly evolve.

Example 3. Dream 100 Executive Development Programme

DREAM 100, an executive development programme for the senior management and top management talent pool, was developed in collaboration with INSEAD Business School. The first DREAM 100 group brought together 49 participants and took place in February-November 2020. The NLMK President, Chairman of the Management Board is the main Business Customer of this programme.

This Learning Solution is aimed at training top managers with a high level of managerial skills, capable of implementing the Company's ambitious strategy in a changing environment.

During the training, DREAM 100 participants work in project teams to solve specific business tasks in various areas, including sales and customer service, cyber capital, sustainability, ecosystem approach etc.

Annex 4. Detailed learning statistics for the NLMK Group

Learning Solution	NLMK Group											Total, training hours
	NLMK Russia			NLMK International				Ecosystem of NLMK Group				
Strategy and Value Management	2017-2019	2020	2021 (as of 01.11)	2018	2019	2020	2021 (as of 01.11)	2018	2019	2020	2021 (as of 01.11)	
The NLMK Company	38 832	10 116	3 208	112			384	136				52 590
Impact of Management Decisions on the Value of the Company	592	272	192		8					8	560	1 920
Value-based Management	1 552	1 488	4 528								8	7 576
Economics of Production	4 048	3 282	4 617									11 947
Operational Efficiency and Safety												
Leadership in Occupational Health and Safety	0	256	2 343	180				120	252			3 153
Production System (PS)	4 536	11 776	8 728							48		25 088
Production System Tools (including PS Workshops)	12 640	10 300	5 028									27 968
Leader's Work Standard	17 496	20 988	10 656			104	360					49 604
Change management: I am change leader	0	0	2 940				348				120	3 408
Project Management												
Investment Project Management 2.0	25 904	3 970	2 328						160	112		32 474
Digitalization in NLMK	0	3 006	7 280									10 286
IT in NLMK	0	192	3 820									4 012
Leadership and teamwork												
Leadership	4 808	19 616	9 696		32	1 384	328	144		16	120	36 144
The Leader's Resilience. How to manage your emotional state	0	0	142									148
Client Orientation	0	210	2 016									2 226
Basic Facilitation Tools	0	0	184									184
Leadership Development Programmes												
'Dream 100' Executive Development Programme		5376				896						6272
'Level up' Talent pool development programme		2120	144								600	3454
'The Foremen School' programme		2710	15179									21292
Total	110 408	95 698	87 079	292	40	2 384	1 894	400	412	184	1414	300 205

Annex 5. NLMK University's participation in international events

NLMK University's participation in international conferences and events in 2019:

1. Sharing Best Practice CLIP Workshop "From Push to Pull: How to create a culture of continuous learning at Santander", EFMD
2. 2019 Executive Development Conference, EFMD
3. Education and Training Committee-13, Steel University
4. Agile Learning SIG etc.

NLMK University's participation in international conferences and events in 2020:

1. Sharing Best Practice Workshop, EFMD
2. Education and Training Committee-14, Steel University
3. Leadership in the Digital Age, ECLF
4. ECLF Virtual Lounges etc.

NLMK University's participation in international conferences and events in 2021:

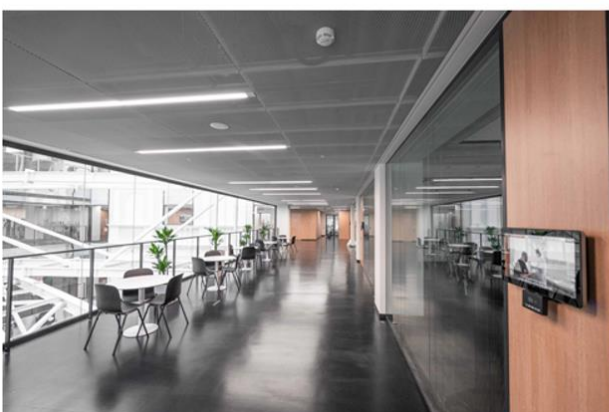
1. Agile Learning SIG Focus Group: New Capabilities and Skills, EFMD
2. Agile Learning SIG Focus Group: Learning Culture, EFMD
3. Agile Learning SIG Focus Group: Agile Methods in L&D, EFMD
4. Agile Learning SIG: Guest Speaker Session – Talent Marketplace, EFMD
5. Agile Learning SIG Focus Group: New L&D Operating Model, EFMD
6. Agile Learning SIG: Guest Speaker Session – Curiosity, EFMD
7. Agile Learning SIG Wrap Up Meeting, EFMD
8. Agile Learning SIG Corporate Advisory Seminar, EFMD. One group facilitation.

Participation in the EFMD, ECLF, and ETCO meetings helps broaden the University's team's knowledge about global best practices and trends in learning and development. For example, NLMK University has been able to gain valuable insights into the use of the Agile approach, marketing tools for learning solutions, competency development in partnership/communities etc.


NLMK University's participation in international competitions in 2021:

1. Crystal Pyramid 2021: NLMK University won the Crystal Pyramid Grand Prix and was named Russia's Best Corporate University in 2021. This prize is awarded annually for the excellence in corporate education at the Annual Russia HR Directors Summit.
2. *worldsteel* Steelie Awards, 2021. Nomination in 'Excellence in education and training, 2021' category.

Annex 6. NLMK University Campus, November 2021



Annex 7. Sample Internal Trainer sample scorecard

Internal Trainer Profile										
Name of Trainer		Ivanov Ivan			Legend					
Job Title		Sales Director			(4) satisfies with excellence					
Contact phone number		7*****			(3) fully satisfies					
Email address		iivanov@nlmk.com			(2) mostly satisfies					
Business Unit		Sales Department			(1) satisfies partially or doesn't satisfy					
I. Feedback from the supervisor (observations from the training)										
Competence	Name of ongoing program					LEADERSHIP	LEADERSHIP	the name of the ongoing program in 2022	the name of the ongoing program in 2022	the name of the ongoing program in 2022
	Supervision Date					01.01.2021	01.02.2021	01.01.2020	01.02.2020	01.01.2019
How well the skill is exhibited (1-4) → Skills (1.1. - 3.1) ↓	1 (if at least one of these indicators is observed)	2	3 (target level)	4 (skill target level plus skill indicators in this column)	Supervision 1	Supervision 2	Supervision 3	Supervision 4	Supervision 5	
Group management	1.1. Trainer's Behaviour	Contacts only with a few members of the group. Provides negative judgments ("wrong" / "not this way"). Replaces discussion with a dispute. Interrupts participants. Uses prescriptive language: "you must... I will give you an assignment; ... I want you to" etc. Calls on participants, demands to express their point of view or answer a question, insists if they refuse	Provides an opportunity to speak but does not summarize comments of participants. Exercises authority without taking the group's comments on board.	Establishes and maintains contact with the entire group. Perceives each of the participants as a partner. Forms a work-friendly atmosphere depending on stages of the group's dynamics. Attentive to expectations and needs of the group, does not allow dominance of either side of a discussion. Forms agreements with the group. Uses the following wording: "... now we are going together...." I suggest now that we will try" When working with the audience, uses active listening techniques (repetition, rephrase, "aha", etc.)	Uses all three roles of a trainer (expert / inspirer / partner), can prove how this or that selected role worked for the result	2	4	4	3	3
	1.2. Group Activity Management	Avoids interactive activities (does not conduct exercises, discussions, etc.)	Delivers the program content without involving the group in discussion (a lengthy mini lecture - 15 minutes or more). During exercises gives minimal / unclear instructions does not specify the task, speaks in general formulations (... you will understand), does not follow the algorithm and / or skips the analysis of exercises. During exercises distances from the group (goes outside the audience, uses the phone, etc.). Summarizes the exercise itself without involving the audience in the discussion	Clearly formulates objectives of the assignment, checks whether the group understood the task. Manages the activity execution process. In exercises summarizes results together with the group in relation to the topic of the unit / program, uses a flipchart or a presentation	Involves the group in discussion even during a mini lecture (- What do you think, what is this slide about? - etc.). Supports (if necessary, advises and directs with questions) mini groups during group activity. Summarizes results of a completed task using, inter alia, the wording of participants. During workouts their conclusions correspond to the meaning to the topic of training	2	3	4	3	4
	1.3. Working with questions	Negatively evaluates questions from the audience ("bad, inappropriate, unsuccessful") or leaves them unanswered. Does not ask questions to the audience in order to exchange opinions	Asks a question, but does not pause after the question. Prefers to answer all the questions that the audience asks. Receiving answers from the audience, paraphrases them distorting the meaning. When checking understanding of the material by participants uses only closed questions: ... is everything clear? ... do you still have questions on this topic?	Creates agreements with participants on how to work with questions (parking, delayed response and other ways). Returns the questions asked back to the audience in order to find a solution. Uses open-ended questions for discussion and testing the understanding of the material). Answers questions. Specifies from participants whether the answer to the question is clear / sufficient	Leads participants to right conclusions using questions. Refers questions back to the group with a mandatory subsequent summary. Uses techniques for work with complex questions (... thanks for the question; ... it's good that you asked this question; ... I used to ask this question too, etc.)	2	3	2	4	4
Content Management	2.1 Verbal communication skills	Distorts the meaning of terms. Uses jargon. Makes ethical mistakes (touches upon sensitive topics (gender, religion). The speech is saturated with hesitation pauses (... aaa, ... ooo, ... uhh, ... mmm, etc.) and empty introductory words (... well, ... here, ... as if, etc.)	Does not comply with the self-presentation algorithm and / or does not represent fellow trainers / supervisors / etc. to the audience (if they are present at the training). References to authorities are offered without proper explanation (... As Kurt Levin / Stephen Covey / others said ... - who is Kurt Levin / Stephen Covey / others? ... Why do we (the audience) need to know what he said?). The trainer speaks monotonously for a long time, or all the time	The trainer delivers the material in a way that is understandable to participants, upon request from the audience clarifies terms used in the material. Complies with the self-presentation algorithm. Intonation, tone and pace of speech help perception of information	The trainer controls the intonation, tone and pace of speech. Clarifies terms depending on characteristics of the audience (for example, clarifies financial terms for an audience of production workers) without waiting for questions from the audience	3	3	3	4	4
	2.2 Content knowledge	Skips a unit / units of the program (rules / self-presentation / safety contact, etc.). Does not answer questions of the audience about the program	Swaps semantic blocks, for example, collects expectations before explaining the topic of training	Gives detailed answers. It conveys the essence of the program in full and without any distortion	Uses storytelling, revealing the topic of training / unit. Adapts examples to a specific audience and draws conclusions	3	3	3	4	4
	2.3 Understanding NLMK's specifics	No examples related to NLMK	Provides examples but does not explain how they are linked to the topic	Emphasizes important points for NLMK, uses examples from own practice. Compares NLMK with other companies, emphasizes strengths of NLMK, clearly indicates areas of achievement. Answers questions about goals of the NLMK Strategy	Indicates interconnections within the Company and emphasizes specific benefits of cross-functional interaction (provides examples)	3	4	4	3	4
Focus on results	3.1 Achieving training objectives	The purpose of training at the beginning of the program is not voiced. Does not explain the importance of participating as a trainer. Omits links between units or makes orphan links ("... and now the next slide"). Does not collect verbal and written feedback from participants at the end of the training. Systematically does not comply with the timing of units / exercises. Distracted by extraneous conversations, moving away from the main topic	Reads the goal from the presentation without explaining its benefits to the participants	Focused on goals, explains goals, objectives and benefits of participating in training. Indicates links within the content, draws the attention of participants to important points. Respects timing	Motivates participants to change behavior. Returns participants to the essence of the program ("bottom lines, conclusions") going through all blocks, repetitions or questions.	2	4	4	3	4
TOTAL SUPERVISION SCORE					2.4	3.4	3.4	3.4	3.9	
II. Feedback from the Trainer										
Put a "+" in the box corresponding to the date of supervision and comments of Internal Trainer					Fully satisfied					
					Satisfied in general but there is something to change					
					Difficult to answer					
					Not very satisfied, I want to change a lot					
					Totally dissatisfied					

Trainers skills growth



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