

atd ★ AWARDS

Excellence in Talent Development

CEREMONY AND RECEPTION

Honoring Outstanding Leaders and Organizations
Committed to Excellence in Talent Development

2017-2018

Sponsored By



ATD AWARDS 2017-2018

All over the world, talent development professionals work every day to help create a world that works better. They do this by developing the knowledge, skills, and abilities of others. Tonight, we celebrate the efforts of individuals and organizations whose commitment to excellence sets them apart.

Welcome Remarks:

Tony Bingham
ATD President and CEO

Presentation of Awards:

ATD Dissertation Award
ATD One to Watch Awards
ATD Excellence in Practice Awards
ATD Innovation in Talent Development Awards
ATD Champion of Talent Development Award
ATD Distinguished Contribution Award
ATD Lifetime Achievement Award

Photos will be taken immediately after the ceremony.

The *Inspiration Hornblower* will set sail at approximately 8:30 p.m. and return to port at 9:30 p.m.



Thank you to our sponsor, CCM Consultancy/Tack TMI,
for its support of excellence in talent development.

AWARD SELECTION TEAMS

Our professional recognition programs are successful because many industry experts volunteer their time and talent to review and assess entries. They work in teams over several months to select winners. We are grateful for the contributions of these individuals in selecting our 2017-2018 award winners.

Awards Strategy Committee

Mike Girone, Chair
Halelly Azulay
Ed Cohen
Rick Hicks
Kimo Kippen
Steve Sitek
Mary Slaughter

Dissertation Award Review Team

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Maria Ho
Maureen Orey, CPLP
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Excellence in Practice Awards Review Team

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Chuck Udell
Gordana Vantacic, CPLP
Christie Ward
Gary Whitney
Kelley Williamson, CPLP
Toni Wilson
Sharon Wingron, CPLP

ATD DISSERTATION AWARD

This award recognizes outstanding dissertations that hold significant implications for the talent development field.

Dr. Marcella Gonsalves Drexel University



"Being a Leader, a Woman, and a Survivor of Childhood Bullying: A Phenomenological Study"

As a young child, Marcella Gonsalves was bullied. That experience, while painful, also informed beliefs that she carried with her into adulthood. "I would never want anyone to feel marginalized like I felt as a child," Gonsalves said.

When she assumed a leadership role in higher education, Gonsalves decided to pursue a doctorate in education with an emphasis on educational leadership.

"During the first year of my doctorate, my professor gave me stack of Post-it notes and asked me to brainstorm a dissertation topic," Gonsalves said. "As I had so many times for required homework assignments, I started to think about my personal experiences as a leader and what led me to be a leader. I reflected on how I had transformed from being the bullied, marginalized kid who rarely spoke up, to a successful leader within the workplace. I then started to wonder about other women who were like me and if their experiences were the same or different. I wondered how they viewed their childhood experiences and if they carried their experiences with them into adulthood. Given my professional work in public health, I also thought about the inextricable link between education and health outcomes and the importance of addressing school-based aggression and violence so that every child has the opportunity to participate fully in school. I immediately felt a surge of interest as I furiously scribbled 'women+childhood bullying+leadership' on a Post-it."

Her dissertation topic, "Being a Leader, a Woman, and a Survivor of Childhood Bullying: A Phenomenological Study," was born.

Gonsalves chose to take a phenomenological approach to explore the "lived experiences" of mid-career women leaders who were bullied as children. In addition to conducting a literature review, she used two data collection methods—interviews and journals. Gonsalves, herself bullied, knew she brought an "inherent perspective" to her research that would influence her interpretation of the data. She notes, "I am aware of how bullying victimization experiences, professional experiences, and formal education have influenced my approach to leadership."

Still, she was surprised by what some of her research revealed.

"I have to admit that I was not terribly familiar with workplace gender stereotype, bias, and marginalization issues prior to conducting my research," Gonsalves says. "Prior to interviewing my participants, I assumed my participants' leadership challenges would be solely descriptions of personal missteps and failures to reach a goal or something similar. I was incredibly surprised to find that most challenges were often spurred by gender stereotype, bias, and power imbalances. I was even more surprised by how almost all of my participants believed they had 'gifts of the past' from their childhood bullying and traumatic experiences. They wouldn't want to change these 'gifts', as they informed their development as individuals and as leaders."

This revelation is the foundation of one of the more revealing findings in Gonsalves' research. She notes "participants' potential to enact change was informed by their childhood and adult bullying experiences. They then harnessed this potential and directed it toward their approach to leadership in general and informed leadership situations that specifically sought to help marginalized individuals or those with less power." She also found that women leaders who were bullied enact leadership through altruistic, empathic, and pro-social behaviors.

Gonsalves believes that talent development professionals can take the findings of her research and create significant change in their organizations. "My study reiterated the need to develop workplaces that support of a variety of leadership approaches, to continue to increase awareness about the challenges that gender stereotype and bias create for leaders and workers alike, and continue to work toward improving the workplace for marginalized workers through recruiting, coaching, and support," she states. "Talent development professionals might consider how to challenge assumptions about 'ideal workers,' analyze how these assumptions might be reinforced through procedures, policies, and interactions within the workplace, and address how these assumptions may be affecting the development of aspiring leaders. Then, they might enact necessary changes to ensure more inclusive workplaces."

Clearly, during the #MeToo movement and what seems like a constant stream of news stories about harassment in the workplace, this research seems timely. But Gonsalves believes there is a larger story to explore. "My study only explored the experiences of women leaders, so it will be important to explore the experiences of male leaders who were bullied as children," she says. "This type of exploration would provide a complete picture on the experience of being a leader and bullying survivor and further delineate which of my findings may be unique to women leaders who were bullied as children. Further research should also be conducted on how women develop pro-social leadership skills without the influences or the belief of the influences of trauma, like childhood bullying."

ATD ONE TO WATCH AWARD

This award is presented to individuals who are early in their talent development career (five or fewer years of experience), and who are viewed as a leader by peers and colleagues within and outside their organization. Winners have demonstrated professional achievements that may include leading successful projects, managing teams, demonstrating exceptional leadership capabilities, mentoring others in or outside the organization, or other successes.



Colin DeCair

You can call Colin DeCair an “accidental trainer.” A broadcast journalism major who applied for a customer service training administrator role, DeCair says he took a chance on a role that sounded interesting but for which he had little preparation. “I’m glad I took the chance,” he states. “What I didn’t know was how quickly I’d take to the role; how much I’d enjoy developing training sessions, and how much satisfaction I’d gain from helping someone connect the dots when it comes to their personal development. I consider myself very fortunate, as my vocation truly became my passion when I started my career path in talent development!”

DeCair currently serves as the associate development manager at Busey, a financial services organization that won a 2017 ATD BEST Award. It’s a role he’s grown into over the past three years. His initial responsibilities were to implement and administer a mandatory customer service coaching program licensed through a third-party vendor. Specifically, he had to merge Busey’s newly branded service excellence culture within the vendor’s material, identify and train all service coaches, develop and execute departmental training schedules, and conduct annual service certifications for an associate base of approximately 600 people.

Within a year, DeCair had grown the offering to an extended training portfolio that included a peer-to-peer feedback tool, biannual employee service satisfaction questionnaires, a customer experience ambassador/champions network, a quarterly product and services Lunch & Learn series, and a five-part voluntary service training program all aimed at closing potential gaps in learning and service.

“As a result of these efforts, our customer satisfaction scores measured through the Net Promoter Survey system rose from 23.5 at time of implementation to a 31.5 one year later, despite a cumulative turnover ratio of roughly 22 percent, higher among customer-facing associates,” says DeCair.

In that first year, DeCair also led Busey’s community relations efforts and managed the organization’s charitable contributions portfolio, expanded corporate volunteerism efforts, led Busey’s United Way campaign, and created financial literacy programs for the community.

With the announcement of an aggressive corporate growth strategy, DeCair realized that the organization’s talent development efforts needed to have metrics in place so that business impact could be proven. He recommended a proprietary metrics system that the company agreed to implement. A work in progress, Busey’s first TD scorecard was published in early 2018.

The importance of metrics has been one of the biggest “aha moments” in DeCair’s talent development career so far.

“Metrics make the magic! My first two years in talent development, I proceeded through my workflow basing a majority of my work on gut feeling and intuition. It wasn’t until I made a commitment toward measuring a variety of things—from engagement, to efficiency, to turnover and tenure—that I was able to start seeing the greater picture at our company. I had always done things because it made sense to me; but the instant I had the ability to add numerical support to my workflow, I was able to identify trends and opportunities for improvement that should set us up for sustainable growth and impact and ultimately greater results. While I still don’t like being a numbers guy, I can’t deny the impact it has had on my career this last year,” he says.

DeCair transitioned to Busey’s talent development team in 2017 and has set out on a mission to gain additional education to continue to grow his knowledge and skills and the impact of his work. He will complete a master’s degree in leadership and workforce development this summer. And while he continues to develop new programs for Busey’s talent efforts, he is also highly involved in the local community, serving on the local United Way’s Resource Development Committee and preparing to join the organization’s board of directors in 2019.

Having discovered a passion for talent development, DeCair reflects on what he views as the profession’s potential. “I think one of the greatest opportunities talent development professionals possess is the ability to shape a corporate culture. We can establish the right mindset with new hires, guide young professionals toward specific goals, prepare mid-level associates for leadership roles, and help shape the leadership styles of those who will lead our company to success.”

ATD ONE TO WATCH AWARD



Ashley Ingram

Working with people is a passion for Ashley Ingram. Studying psychology with a concentration in human resources as an undergrad, her focus shifted to talent development when she took classes on training and organizational development.

Before she started graduate school, there was a job posting for a corporate trainer with her company, Transplace. She took a screenshot and sent it to a co-worker, saying that was exactly what she wanted to be doing. Fast forward two and a half years, and there was an opportunity for her to do an internship project with her employer as part of her grad school requirement. Weeks after that, she was told there may be a corporate trainer opportunity in another state and asked if she would be interested. She got the job—and hasn't regretted it since.

"My role has evolved over four years and I can truly say I love going to work every day," Ingram says. "It is an incredible feeling, being able to make a difference in others' lives while also helping the business move forward. Several months ago, I posted a corporate trainer job for my team, and it feels as if things have come full circle now. I am very much looking forward to continued growth in the field."

After starting as a corporate trainer in 2014, Ingram officially became a manager in 2017, but she has been viewed as a leader from the beginning. When she started in her training role, she wasted no time in setting up meetings with leaders at a variety of levels to introduce herself, get to know them, and learn what was going well and what needed improvement in terms of training practices. The value perception of training was not high then, and Ingram set out to change that mindset.

With her vision, the training team started to change the perception of training. Collaborating with subject matter experts, leaders, and learners, talent development efforts are now focused on "need to know" versus "nice to know." The shift has been dramatic.

Employees now proactively seek out Ingram and her team to learn when the next training sessions will be. They ask what online training the team would recommend for developing a specific skill. Ingram has helped create a learning culture at Transplace, which is translating into business growth.

In 2017, Ingram introduced the use of games to facilitate learning across the company. The first one was a basketball shoot-out game with 10 general company questions every employee should know—questions

that were relevant to everyone, including topics from HR, legal and risk, IT, and so on. After the game, the IT department saw an improvement in employees identifying phishing emails because they knew what to look for.

Creativity, innovative thinking, and persistence are hallmarks of Ingram's talent development career. When she introduced a two-week blended training program for new employees, there were mixed responses. While it sounded good in theory and the content was solid, managers were concerned about the amount of time spent away from the desk. Ingram worked closely with managers to ease concerns. As time went on, there was consistent positive feedback; and managers were reaching out to see if employees who started prior to this implementation could attend the training! Now, new frontline managers attend so that they can be champions for the training and see what training their employees will receive. And employee retention has improved by 10 percent.

Outside of Transplace, Ingram is serving as the local ATD chapter president this year. She networks across the northwest Arkansas area for both Transplace and ATD, always on the lookout for opportunities for collaboration. For example, this year she found an organization that studies employment trends in the area and works with people who have been displaced. She saw this as a great opportunity for Transplace to get involved in the "transitional internship" program and for ATD to learn what skills need development in the local area.

Ingram sees great potential for talent development professionals to become true business partners. "We need to understand the mission, vision, and goals of the organization and how making money ties into all of that," she says. "If we want to add value to an organization, understanding the key drivers is critical."

"Once we understand the key drivers of the business, I think we have the opportunity to explain and sell how talent development is critical to the success of the business. Without proper training, job aids, performance support, and so on, employees are likely to feel lost, confused, or not have the confidence to perform their daily tasks or think about their career development and long-term growth. Employees want to feel invested in, have a career path, and continually learn new skills."

ATD EXCELLENCE IN PRACTICE AWARD WINNERS

The ATD Excellence in Practice Award recognizes organizations that have achieved success with talent development solutions that drive business impact. Awards are presented for programs and initiatives that demonstrate measurable, sustained results.

Bechtel

LOCATION

Reston, Virginia

CATEGORY

Change Management

PRACTICE

Organization Change Management

Bechtel, a global organization that engineers and constructs large-scale projects like airports and power plants, operates in a volatile business environment. To remain a competitive forerunner in the field, Bechtel's company leaders intentionally focused on developing competencies to manage changes that improve performance; demonstrate the values of safety, quality, and people; and animate the brand promises: collaborate, deliver commitments, and earn it—do it—share it.

Three strategic requirements energized the practice:

- Build for the long term as transformations continue in the industry.
- Perform as promised for world-class customers who expect a change-resilient workforce.
- Invest in people for performance that exceeds the highest expectations of customers.

Company leaders and subject matter experts collaborated to create an organizational change management practice that addressed these levels:

- Dynamics of Change: Develop a personal mindset.
- Navigating Your Team Through Change: Guide others.
- Leading Change: Lead across enterprise.

The blended learning approach includes on-the-job consulting, coaching, and validation from experienced "change practitioners," which augment awareness and skills that participants learn through workshops.

Participants work through job-related change efforts and leave the program ready to influence the people side of projects.

Rapid adoption of change planning since 2014 has been astounding. The documented results include establishing a common language, customer satisfaction with collaboration and communication, easily applied tools to handle change, properly skilled employees, reduced resistance to new processes, enabled innovation, systematic use of change, less team member churn, and faster cycle times.

CGI

LOCATION

Montreal, Quebec, Canada

CATEGORY

Succession Planning

PRACTICE

Leadership Acceleration Program

CGI started talking about the need to identify and develop high-potential leaders in late 2013. It had just completed an acquisition that had doubled the size of the organization in India to 9,500 employees. The newly acquired leaders were still coming to terms with the organization's ways of doing things, and as a result, there was a fair bit of desired and undesired attrition in leadership roles, largely among leaders who came from the acquired organization.

Since 2013 CGI has continued to grow—the organization is expected to reach 20,000 employees by 2019. There was concern that CGI could not grow the needed leaders fast enough and that if it hired leaders from the outside, it would dilute the culture equity.

CGI needed to shift to a more structured method for identifying potential leaders from within and accelerating their development. The Leadership Acceleration Program was created to identify high-potential senior leaders and accelerate their development to prepare them for key leadership roles.

Sixteen leaders, each with more than three years of experience with the company, were selected to participate in an 18-month development journey focused on both individual development and the needs of the cohort. Thirteen out of 16 leaders were promoted into critical roles. Desired skills and behaviors, aligned to leadership competencies, improved by an average of 24 percent, and readiness to lead the identified business drivers improved by an average of 21 percent.

In 2017, a year after the program, only four leaders at similar career levels were hired from outside the company, compared to 18 leaders hired from outside in the preceding two years.

China Telecommunications Corporation

LOCATION:

Beijing, China

CATEGORY:

Learning and Development

PRACTICE:

21 Days Action Learning for Sales Increase

A core need of companies in the saturated field of broadcasting and telecommunications is to motivate sales staff. Through its 21 Days Action Learning program, China Telecom helped sales teams improve knowledge, skills, and motivation.

Over the last five years, this program covered 13,000 trainees, signed 18,000 orders, and increased the income of new business by \$225.5 million from 2014 to August 2017. Employee satisfaction also increased. Thus, China Telecom was able to achieve its larger goal of changing the mindset of its salespeople, to one where trainees adopt a customer-first approach.

After two-day courses and 21-day real-life practice including three steps (preparation, customer visiting, and case review), coaches accompanied the trainees to visit customers for shadowing opportunities. These courses focused on marketing skills and targeting sales challenges. The program featured the integration between training and practice in real life to increase sales performance. This practice helped trainees transform the training information into behavioral habits—changing the mindset from “knowing it” to “doing it.”

From 2014 to 2016, the practice generated \$82.67 million. China Telecom leaders saw the achievements and confirmed the process and resource allocation of the new practice by issuing administrative documents. From January to August in 2017, about \$127.76 million was generated from the program.

They used the Kirkpatrick Model to evaluate the whole practice on the reaction level, learning level, and behavior level.

For organizations looking to incorporate these best practices of sales enablement into their teams, China Telecom recommends an innovative method: incorporating traditional face-to-face training with on-the-job training. Using the BIEK mind map model to analyze the consumer background, external environment, key people, and pain points to increase transaction efficiency helps an organization develop a customer-first mindset and approach.

Cognizant Technology Solutions

LOCATION:

Teaneck, New Jersey

CATEGORY:

Learning and Development

PRACTICE:

Digital Skill Development Strategy

Cognizant Technology Solutions, a Fortune 500 and NASDAQ-100 company, is a global leader in business and technology services. With the shift in technologies across the spectrum, the organization's goal also moved toward strengthening digital for its clients.

Today's organizations need to think, act, and be digital at scale to stay relevant and serve customers in unprecedented ways. Digital means connecting technology with the right data, devices, design, and business strategy. Cognizant is focused on digital skill development to help associates stay relevant.

Using the ADDIE model to identify gaps, Cognizant realized that continual learning and systems thinking were two necessary elements in its digital skill development strategy. A digital ecosystem modeled off a university model using parallels was designed. The overall CMOOC (a corporate MOOC platform) hosted some of these: the Digital Curriculum (101-301 program levels to provide the learning path); the D'Gym (where knowledge meets application through labs and capstone projects); D'Stadium (to compete with peers through skillathons and hackathons, thus incorporating gamification); and D'Bytes (a space for learners to interact and learn from each other).

These efforts resulted in about 3 million site visits, 118,000 enrollments in the digital courses, and close to 79,000 associates trained in at least one digital skill. There was a marked improvement in the learning culture, with game-based learning a key to improving the adoption percentage.

Cognizant's digital learning strategy provides its workforce an entry pass into the digital world for the uninitiated, and provides a specialization path for the segment of workforce already working with cutting-edge technologies. The benefits of reskilling are two-fold: It has helped the organization retain the best talent and deploy them to new areas; and associates learn and grow necessary skills to stay relevant.

DowDuPont Agriculture Division (formerly Dow AgroSciences LLC)

LOCATION:

Indianapolis, Indiana

CATEGORY:

Onboarding

PARTNERS:

Tero International, Inc.
Des Moines, Iowa

PRACTICE:

Attract, Develop & Retain:
New Hire Orientation for Sales Professionals

This is a time of unprecedented change in the agriculture industry. Technological innovations are shortening the half-life of knowledge for employees and customers alike. Consolidations demand new and innovative business models to maintain competitive advantage, and the retiring contingent of employees and leaders is at historically high rates. Consumers across all industries are better informed and more demanding.

Leaders agreed that the key to achieving growth and sustainable results is to develop a fully engaged, knowledgeable, and skilled workforce. Investing in people, especially those serving customers directly, became a top strategic priority.

The New Hire Orientation Program for Sales Professionals, first implemented in 2013, welcomes new employees to the organization and integrates them into the culture, providing foundational skills, information, tools, and the network necessary to rapidly ramp up while in the role of sales trainee, and equips new sales professionals with the skills and knowledge to meet or exceed the annual sales plan.

The program involves five intensive weeks of training over the course of a new hire's first 12 to 18 months. New hires travel to company headquarters within 14 to 30 days of hire for a full week of new employee orientation. Within their first six to nine months, participants attend two weeks of intensive technical, product, and interpersonal skills training and one week of agronomic and technology training. After 12 to 18 months, individuals are assigned to a sales territory and receive another full week of advanced sales training to present their sales territory strategic plan to company leaders for critique and feedback.

Twenty-nine specific behaviors measured at Level 3 revealed 10 to 30 percent growth, and Level 4 measurements showed sales trainees contributed an average of \$450,000 to the district. ROI was 323 percent annualized return. Sixty percent of program graduates became above-average performers.

Emirates Islamic

LOCATION:

Dubai, United Arab Emirates

CATEGORY:

Learning Technologies

PRACTICE:

Capability Bridge Program

The leadership of Emirates Islamic strongly believes in empowering individuals with knowledge to drive customer service. With diverse roles at various product lines, establishing a structured learning approach is quintessential. The Capability Bridge Program, introduced as a practice to transform the service delivery, focused on re-engineering the learning and development architecture around training design, delivery, and varied methodologies to make learning sustainable and fun, while driving greater interactions to assess and enhance employee knowledge with a blend of digital tools, role-play scenarios, and case studies.

Driven by the need to address core organization gaps such as low workforce productivity, increasing customer complaints, and loss of business income, the initiative has increased employee Knowledge Index Scores substantially through the delivery of an experiential, role-specific program. The collaborative approach, with business teams engaging as partners throughout design and delivery stages, has led to process enhancements further boosting revenue earned through foreign exchange while reducing sourcing discrepancies and customer complaints. This annual certification practice has encompassed all frontline roles bank-wide over the last few years.

Emirates Islamic

LOCATION:

Dubai, United Arab Emirates

CATEGORY:

Learning Technologies

PRACTICE:

Digital Learning Management Framework

Digital is no longer the future—it is the present. Technology has changed every function, and learning is no exception. The Digital Learning Management Framework is a multifaceted learning administration and management solution designed using cutting-edge digital learning platforms to provide an effective, efficient, trackable, and engaging learning experience aimed at maximizing learning output while minimizing valuable human resources and time.

Having completely revolutionized the organization's learning medium, it has enabled the successful deployment of multiple classroom and on-the-job training programs across a variety of learning curricula, contributing to the learning success of more than 500 staff to date. Having reported an average satisfaction rating of 95 percent, the solution has contributed to organizational training success by providing a platform to track attendance, assessments, and participant/mentor feedback while offering a digitized learning medium for appropriate learning activities such as case studies and systems role-plays.

The initiative has provided the bank with real-time data, which fosters an environment of continuous improvement, and proved to be a key tool for effective stakeholder management.

Emirates Islamic

LOCATION:

Dubai, United Arab Emirates

CATEGORY:

Learning and Development

PRACTICE:

Own Up Customer Care Program

Customer service rests at the core of Emirates Islamic's values. The need for better customer service was brought to light by the Own Up Program. The program's unique approach to encouraging ownership behavior was a success in 2016; carrying forward this legacy, the company's support functions were introduced to the learning journey.

Delivering better customer service is possible only through the collaboration of the frontline and back office. Bringing about this synchronization was the key focus in 2017 achieved by the Own Up Program. Activities designed to provide different perspectives to the participants proved effective in making the back-office teams aware of the frontline challenges. The emotional intelligence service model EDHA was put in action through elaborate role plays. Panel evaluations concluded the session to ensure learning was well received, while paving the way for learning application. The program emphasized team huddles, and coaching techniques addressed the need to bring in better team dynamics.

Because of the learning application, management saw a significant increase in positive behaviors demonstrated by staff. This was supported by the rise in customer satisfaction month-on-month trends. An internal survey revealed a positive shift in the support provided by back-office functions empowering the front office to deliver the best customer service.

While learning application was evident, recognition of extraordinary behaviors showing exceptional service was key. The Own Up learning application campaign recognized Own Up stars, who will now take on the role of ambassadors of the program.

Emirates NBD

LOCATION:

Dubai, United Arab Emirates

CATEGORY:

Onboarding

PRACTICE:

Al Misha'al (Emiratization Onboarding Initiative)

A supplier of banking services and asset management products and brokerage services, Emirates NBD targets high school graduates—specifically, UAE nationals—who have been recruited as trainees in its frontline workforce, with its Al Misha'al, or Emiratization Onboarding Initiative.

Through the initiative, the company seeks to provide trainees with knowledge and experience in core business and professional skills, including customer service, business etiquette, time management, and audit and compliance. The program also instructs on English language skills. Because of Emirates NBD's goal of expanding operations, more frontline staff were being sought by the new branches; the program was focused on UAE nationals, since the workforce is comprised of 87 percent expatriates.

The organization's L&D team determined that the company had challenges attracting and retaining UAE nationals due to cultural and language barriers, along with talent who had low skill sets and lacked work-life balance. In addition, Emirates NBD found high attrition rates due to lack of support, as well as relatively low compensation packages compared to the government sector.

To counter these challenges, the organization more carefully recruited talent through panel interviews and sourcing through career fairs, and mandated that candidates complete an English language class and undergo a personality survey. The organization also began providing a more competitive compensation and benefits package.

The onboarding program itself is an intensive four-month training program with an array of modalities, including classroom, on-the-job training, assessments, and presentations. Continued ongoing support and career counsel are also offered.

The new onboarding program changed the focus from recruitment with minimal speed-to-competency to a holistic onboarding program, as well as retention efforts that not only provided the skills necessary for the job role, but also promoted career development.

Emirates NBD

LOCATION:

Dubai, United Arab Emirates

CATEGORY:

Learning and Development

PRACTICE:

Associate Leadership Development-Certified Associate Program

The Associate Leadership Development-Certified Associate Program is a flexible, engaging blended learning program designed and developed in-house by Emirates NBD to ensure continuous development of associate-level employees (individual contributors without any direct reports). This population comprises 70 percent of the workforce regionally, and is the entry level of the organization's leadership cadre.

The program is a learning solution designed to standardize the skill sets of this vast audience. It strives to maximize personal effectiveness as a first step toward building leadership qualities.

The structured blended learning curriculum incorporates e-learning and interactive workshops, and draws out the application of learning by including on-the-job assignments coupled with line manager involvement throughout the journey. The duration of the program is six weeks for each cohort.

The focus of the program includes exploring and mastering skills that will take the associates to the next level of competence. Topics such as self-awareness, time management, goal setting, managing stress, maintaining work-life balance, managing upward relationships, persuasive communication, internal and external customer service, and banking essentials are taught through discussion, with theoretical insights combined with experiential learning.

The practice has been achieving business impact year over year. Substantial improvements have been made in each of the following measures:

- customer satisfaction scores
- mystery shopping scores
- promotion rates
- work-life balance
- engagement
- performance and effectiveness.

Program graduates give the effort solid endorsements, with 97 percent of managers and 98 percent of participants recommending the practice to their colleagues and teams. The positive NPS for the practice creates a pull effect, creating high demand for the program.

**LOCATION:**

London, England

CATEGORY:

Leadership/Management Development

PRACTICE:

New Senior Manager and Associate Director Program (NSMADP)

Designed to accelerate the transition of both newly promoted and newly hired senior managers throughout the Ernst & Young global network of member firms (approximately 4,000 annually), the EY New Senior Manager and Associate Director Program (NSMADP) helps these individuals take on new responsibilities leading teams and client engagements. Participants develop their team, client, business, and personal leadership skills; gain access to critical transition resources; and have tailored opportunities to build networks. They also celebrate reaching a new career milestone.

To align to the business priority of developing strong, sector-specific capabilities across key industries, the organization redesigned NSMADP (which had existed for several years but was ready for an update) as an experiential program, incorporating simulations that provide a deep exploration of challenges and issues faced by companies in different sectors. Promotion to senior manager was the right time to focus on these skills, as it is a critical career juncture that requires an increasingly balanced mix of deep business acumen, team leadership, and relationship management.

In teams of six, participants take the roles of C-suite executives in a company within their sector. Using a board game format, these teams make decisions based on a series of authentic events and challenges as if they were leading the company. They set their own visions and drive their imaginary companies forward, competing with other teams to achieve the best outcomes.

Between rounds of simulations as decision makers, NSMADP learners participate in Client Impact Sessions, issues-based role plays of client meetings using the EY go-to-market methodology. These sessions provide hands-on practice in how to apply the newly acquired sector knowledge to real-world problems.

Throughout the program, participant teams receive substantial feedback, first through the tracking and tallying of simulation performance, then through observational feedback. Metrics and observations are combined to calculate a winner for each round of simulation.

NSMADP is helping EY teams meet key business objectives. Participants who complete the program have on average doubled the potential value of each business opportunity they create. Further, surveys show most participants have applied what they learn from the program on the job, with detailed examples of application and impact documented in multiple business impact cases.

Fatima Fertilizer Company Limited

LOCATION:

Sadiqbad, Pakistan

CATEGORY:

Managing the Learning Function

PRACTICE:

Establishment the Functioning of Training & Development Center

Fatima Fertilizer, a fertilizer manufacturing plant, employs a talent development strategy derived from the company's vision, mission, core values, and safety policy. People development and valuing people are the most essential elements of the organization. There are comprehensive development programs for new hires, both permanent and contractual employees, especially in the areas of tech, health, safety, and environment. Part of that emphasis on people is the company's goal to have zero loss time due to injury.

To steward and oversee all the training activities, including curriculum development and standardization, management formed the Training and Development Center in 2010, a department reporting to the executive forum of the organization led by the director of operations.

The T&D Center's responsibilities include strategies, standardization of systems of each unit and department, stewardship of plans, development of training calendars, progress monitoring, and guiding departments according to defined objectives and needs.

Practical training workshops are also developed to cater to the technical needs of employees.

For system effectiveness, internal experts are identified to become in-house resources to perform day-to-day training and development activities. Coordinators frequently update the T&D Center about the expertise available within their departments. Progress of each department is monitored by the talent development executive forum.

A specialized and expert technical trainers pool is maintained and identified from each unit or department. Trainers must go through a train-the-trainer program. After successfully clearing the courses, trainers are authorized to conduct the trainings. On an annual basis, T&D Center organizes an award ceremony to recognize the Best Trainers and Trainees.

The success of the program has changed the culture of the organization from one where talent development efforts were not recognized, to one where initiatives are welcomed and officially appreciated.

Fidelity Investments

LOCATION:

Boston, Massachusetts

CATEGORY:

Onboarding

PRACTICE:

Asset Management New Hire Onboarding Program

Aiming to create a more positive and consistent experience for business units and managers—including giving managers easy-to-use tools, and developing a program customized for new hires' business units and roles—Fidelity developed a multifaceted onboarding program.

As the company began conducting its needs analysis, it found that the electronic information employees needed to learn about the company and perform their jobs was not easy to access; employees wanted periodic check-ins during the onboarding process and wanted to feel part of a community; and hiring managers could do more to support new hires.

Responsible for managing investment assets of customers in the United States and around the globe, Fidelity built a program that begins prior to the new hire coming on board with the hiring manager's welcome call to share job preparation assignments, and extends through the new hire's first year with the company. It includes a peer partner, online collateral, networking events, and methods to measure the effectiveness of the program.

What Fidelity sought to do with this new approach, explained Niles da Silva, was "ensure that new hires are connected to relevant content and people, and that hiring managers have the support they need to facilitate this process. We really want to convey to our employees that we value them; we want to treat them like we treat our customers."

As a result of the program, the company experienced improved new hire time to proficiency, increased manager engagement and participation in onboarding, and decreased overtime for existing associates who covered the gaps until new hires were up to speed. It also improved engagement and morale of those serving as peer partners who felt pride in helping develop co-workers.

Fidelity Investments

LOCATION:

Boston, Massachusetts

CATEGORY:

Onboarding

PRACTICE:

Leap Program

A new onboarding program for Fidelity Investments was developed when the C-suite recognized that three primary drivers would set this financial services corporation apart.

The first of these drivers was that, in the war for talent, entry-level employees play a critical role in the organization's long-term talent management and development strategy. The second impetus was the increasingly competitive technology landscape, which pitted Fidelity against industry-specific competition as well as known technology brands. And finally, the third driver was for the organization to have a continuous pipeline of talent across business domains (software engineers, systems analysts, and so forth) and various territories.

To design its new onboarding program, Fidelity identified an internal stakeholder group that was familiar with the specific needs of the learner base. From there, the design team defined specific instructional objectives for each learner track, mapped out the technical curriculum, and determined strategies for delivery of the instruction. The final step was to construct an evaluation strategy, which included Levels 1 through 3, culminating in evaluating learners post-program and after six months to determine program effectiveness.

Ed Tallon, Leap Curriculum director, explained, "Two of the most significant investments we can make in our future start with our people and our technology. Merging these into a strategic initiative that hires, develops, and deploys our resources around technological advances establishes us as a leader and innovator in the entry-level technology space."

Among the specific skills that are garnered are software engineering and other emerging technical skills, working with teams, problem solving, collaborating across global teams, communication, and project management skills. The six-month survey findings point to employees who feel connected to a strong team network, can leverage both their technical and non-technical abilities, and believe their accomplishments and contributions are recognized and valued.

First Solar Inc.

LOCATION:

Tempe, Arizona

CATEGORY:

Learning and Development

PARTNER:

North Shore Innovations Ltd.
Toledo, Ohio

PRACTICE:

IT LIFE (Leveraging Integration for Effectiveness)

First Solar created IT LIFE (Leveraging Integration for Effectiveness) for globally distributed knowledge workers (over 1,800 associates) to improve their practices and routines related to productivity and collaboration.

As a publicly traded global provider of comprehensive photovoltaic (PV) solar solutions, First Solar linked IT learning and development in the organization to individual tasks, keeping the learner central to the design and delivery of the learning practice.

In conducting the needs assessment, First Solar identified three focus areas to achieve the market goals of transforming the product, reducing operating expenses, and capitalizing on market opportunities. First, make the world small through a more connected workforce. Second, make life at work easier through efficiency. Third, promote a highly productive workforce by encouraging effective use of technology solutions through thoughtful change management and extensive training.

In designing IT LIFE, First Solar identified the activities, tasks, and routines found in common work practices. Each course included personas, themes, scenarios, and organizational capabilities, and was designed to be self-selected at the individual level or combined to address opportunities at the team or department level, adapting to different learning styles.

Participants reported gains in average collaboration performance improvement and average productivity performance improvement for the tasks they spend more than a third of their time doing. In both collaboration and productivity measures, 56 percent of the improvements are directly attributable to the training. First Solar says the IT LIFE program has enabled an ROE of more than \$4 million for the total number of associates trained.

HUGO BOSS Turkey

LOCATION:

Izmir, Turkey

CATEGORY:

Leadership/Management Development

PARTNER:

Deniz Yıldızı Danışmanlık
Istanbul, Turkey

PRACTICE:

Cell Leader Upgrade Program

The main production center of an international luxury clothing brand, HUGO BOSS Turkey operates two textile factories. Its workforce has traditionally included several levels of employees, including production workers, supervisors, managers, senior managers, and executives.

In 2015, to make itself more agile and competitive by flattening its structure, the company decided to eliminate one level of management. The move would shift additional responsibility to front-line production managers, also known as cell leaders, most of whom had only high school degrees and little formal leadership training. As a result, HUGO BOSS Turkey developed its Cell Leader Upgrade program to cultivate the soft skills, engineering skills, and human resources management skills cell leaders would need when the structural changes became effective in early 2017.

To develop the initiative, the company's learning professionals collaborated with leaders across the organization's hierarchical levels, soliciting feedback on what skills the program should teach and gathering support. Then, the company's learning professionals assessed the soft skills of the 180 cell leaders already on staff, identifying opportunities for improvement.

The Cell Leader Upgrade program became an intensive classroom training program focused on the cell leaders' main areas of need: soft skills, engineering skills, and HR management skills. To enhance behavior change, the program included modules spread out across long periods, practical games and role plays, and extracurricular assignments. Alongside this effort, the organization also released a simultaneous training program for leaders at other levels to inform them about the Cell Leader Upgrade program and emphasize their role in its success.

Ultimately, the Cell Leader Upgrade program helped HUGO BOSS Turkey achieve its organizational goals. The company successfully transitioned to its new structure at the beginning of 2017, and participants in the program report a 98 percent satisfaction rate.

Humana Inc.

LOCATION:

Louisville, Kentucky

CATEGORY:

Learning Technologies

PRACTICE:

Tech Tuesday

Humana's Tech Tuesday was born in 2015 when senior leaders in the company challenged the chief information officer to create an enterprise-wide program to bridge internal business teams and encourage technical learning for all associates. Tech Tuesday is a series of monthly virtual presentations dubbed "edutainment" by their creators, the IT Learning Services (ITLS) team.

Because the target audience was largely employees in their 20s and 30s, Tech Tuesday programs were developed with a television feel. Learning segments generally range from four to five minutes. In addition to the programming, "ads" tease upcoming IT events, meetings, or even feature other learning snippets.

While there were no specific skills gaps to be filled, the results were notable and significant: IT troubleshooting calls have dropped dramatically (by some 7,000 calls per month 2017 over 2016), and technical skills have sharpened for all the organization's employees.

Both Humana IT and the ITLS team have experienced a boost in reputation internally as a result of the project. Humana, looking to eliminate siloes, also noticed cross-training and skill-sharing that are beneficial to the organization.

Because of the demand for Tech Tuesday programs and the fact that associates may not be able to attend on the day of their broadcast, ITLS created an add-on, TECHFLIX, which allows on-demand viewing of recorded learning segments.

While the initial plan was to have Lunch & Learns in Humana's auditorium, the room holds only 175 individuals. Further, in-person training sessions would not be available for employees who worked remotely. One of the company's strategic goals for IT is built around "thinking IT differently." Accordingly, the ITLS team leader challenged her team to "go big or go home," convincing them that if they could dream it, they could do it.

IBM

LOCATION:

Armonk, New York

CATEGORY:

Learning and Development

PARTNER:

Acclaim

Minneapolis, Minnesota

PRACTICE:

IBM Digital Badge Program

The IBM Digital Badge Program shows the best of learning and development for IBM, the global technology and innovation company.

The program addresses the changes in the talent market, as employees and customers alike are accustomed to personalization, simplicity, and speed. This, combined with rapid, continual learning that needs to keep up with the constant changes in technology, has created an environment that has outstripped the traditional pace of learning. Thus, IBM created the IBM Digital Badge Program, a fresh, modern approach to building and deploying skills and knowledge while engaging their workforce.

The program framework optimizes organizational alignment by identifying strategic objectives and value propositions for all stakeholders through the broader activity areas of governance, communications and marketing, and tooling and automation. There are five badge types: knowledge, skill, proficiency, two professional certifications (one for internal and external use, the other linked to IBM Professions Certification, such as Data Scientist), and achievement contribution.

The Digital Badge Program's pilot was a success: 92 percent of pilot participants reported that digital credentials were an important way to verify skills; 87 percent reported they felt more engaged with IBM as a company and were eager to learn more; and there was a 70 percent increase in course participants for badged development programs compared to non-badged development programs.

Digital badges provide IBM employees with a flexible, contemporary skills road map, and signal the skills most valued by the company and the overall marketplace. All badges are defined by the business, which determines the required skills and experience to support excellence for its clients and achievement of career milestones. Badges are awarded only for certifiable successes, and the program governance ensures all badges are validated against a set of agreed-upon standards, truly establishing a new digital skills currency in the organization.

To date, the program has resulted in increased employee engagement, with 223,000 employees earning nearly 500,000 badges aligned to the key strategic skills critical to IBM's business.

Institute of Technical Education

LOCATION:

Singapore

CATEGORY:

Learning and Development

PRACTICE:

Transformation of People Capabilities Through Total System Capability Program (TSC)

The Transformation of People Capabilities Through Total System Capability Program (TSC) offers a holistic, integrated, and sustainable approach in helping the Institute of Technical Education develop the capabilities of its academic staff. By equipping the staff with opportunities to stay up to date on skills, the Institute's students are now graduating work-ready, life-ready, and world-ready.

Prior to this program, the academic staff, who maintain a stable workforce, may not have kept up to date with industry developments. In 2007, only 38 percent of staff had the capability to embark on industry projects and consultancies. There was, therefore, a critical need to strengthen their capabilities in response to rapid industry and technology changes, to build a dynamic, resilient, and competent teaching force, and deliver successful educational outcomes for students.

Since its inception, the program has included staff exchanges with local and overseas institutions, industry attachment, formal upgrading programs, and participation in industry and in-house applied projects and consultancies. These included courses in various industries, from culinary and hospitality to aerospace technology and design and media. The program has three Professional Capability Levels (PCLs): PCL1 – Know; PCL2 – Do; and PCL3 – Lead.

Through the TSC, more than 600 industry projects and consultancies have been undertaken. The program is reviewed every six months. A long-term investment of \$6.3 million was set aside for TCS, 90 percent of which has been utilized. As of the end of 2015, 95 percent of the academic staff had achieved PCL2 and 3, compared to 38 percent at the start—a 57 percentage-point increase. Applied and industry projects undertaken by academic staff also quadrupled from 2007 to 2015.

Given the program's success, the institute developed a new Total Organization Capability Framework (TOC) to sustain and exceed the business and mission impact that TSC produced. Overall, employee engagement increased, and the program helped the institute achieve its goal of producing work-ready, life-ready, and world-ready graduates.

ITC Limited

LOCATION:

Kolkata, India

CATEGORY:

Learning and Development

PRACTICE:

Integrated Technical Talent Development Process

ITC Ltd. created the Integrated Technical Talent Development Process to develop the frontline technical talent pool—including the production and maintenance technicians and associate technical managers in a specific branch—through bridging the skill gaps via on-site training courses and on-the-job applications in a one-year training program.

The program served as an example (and empirical validation) of how a well-planned skill development process can yield a sustained business result by delivering improved shop-floor indices, enhanced career growth and engagement of employees, internal resource readiness, and a better talent pipeline.

The framework was developed using McGehee & Thayer's Three Step Analysis and Thomas Gilbert's Behavioral Engineering Model, which showed that what the company needed could not be bought as a ready-made solution and had to be built. In its execution, the Integrated Tech Talent Development Process included an integrated online training management system, which included developing content, building a training calendar, introducing an intensive train-the-trainer program, and reviewing feedback reports monthly. The courses were designed to remain contemporary and linked to the overall factory need, creating applicability and relevance.

By convincing the top management, collaborating technical experts, and aligning managers of the trainees, ITC Ltd. was able to implement this approach, yielding an increase in productivity and reduction in manufacturing cost, enhancing innovation, and increasing the environmental sustainability of the factory's manufacturing.

The skill levels of the technically skilled cadre improved from 1.83 to 2.32 over the last five years, and 104 of the 204 innovative ideas for improving shop floor indices came from the employees who completed the courses.

Overall, this investment in employee training proved to be a win-win solution for management as well as the employees.

ITC Limited

LOCATION:

Kolkata, India

CATEGORY:

Integrated Talent Management

PRACTICE:

Talent Development From Internal Resources—
Opportunity for Career Growth

At Indian Tobacco Company (ITC), the Talent Development From Internal Resources initiative emerged in the early 2010s after a spike in attrition among factory workers. Replacing lost employees with outside hires wasn't a viable option due to the organization's highly specialized manufacturing processes, and needs assessment revealed that beyond lowering attrition, providing factory workers with more training opportunities could improve productivity and quality outcomes.

Ultimately, ITC's talent development initiative encompasses three learning programs. The first moves low-skilled factory into moderate-skill positions, the second develops moderate-skill employees into experts, and the third broadens experts' career horizons by teaching them how to operate new types of technology.

The first training program, called the General Worker to Technician program, targets entry-level factory operatives who have achieved competence in their roles and aspire to grow. These employees undergo a year-long training course modeled after an industry certification—modified to fit ITC's specific business needs—learning the basics of mechanical and electrical engineering. The program consists of a blend between classroom training, on-the-job training, and application-focused mini projects.

The second program, called Basic Domain Training, consists of three months of classroom training, on-the-job learning, mentoring, and mini projects. Employees who complete it advance from simply using a technology to supporting others who use it. The third program, Advanced Domain Training, includes three weeks of learning and allows employees who have mastered one technology within ITC's factory to begin learning another.

Altogether, the different training programs that comprise ITC's Talent Development From Internal Resources program have yielded positive results. The organization's attrition rate has dropped to remarkably low levels among employees who complete one of these training programs; meanwhile, factory productivity, quality, and safety outcomes have improved. The organization plans to develop similar programs across other strategic business units.

Kotak Life Insurance

LOCATION:

Mumbai, India

CATEGORY:

Sales Enablement

PRACTICE:

Agency Center of Excellence

The insurance industry in India was privatized in 2001, and since then, the private life insurance industry went through rapid growth until the market crash in 2008. This downturn caused customers to panic, and all major business vectors had a sales decline of 40 to 60 percent. With new guidelines implemented to protect customer interests, Kotak Life Insurance was forced to revisit its business models, financials, and strategies.

To rejuvenate organizational growth, Kotak Life launched the Agency Center of Excellence (COE)—a sales enablement structure to help the newly established agency channel to achieve its strategic goals, making it scalable, sustainable, self-propagating, and profitable.

This COE was designed to:

- Recognize the lack of talent availability (who understands the model).
- Define roles and competencies across departments.
- Address learning and development.
- Build processes and systems.
- Develop recruitment and sales tools.

The COE's objective was to make the channel scalable, sustainable, and self-propagating. In three and a half years since the program began, the channel has shown significant results across levels:

- 100 percent sales growth every year
- a top rating in new agent licensing across industry, year on year
- 10 times more efficiency over competition at the branch level
- cost to premium ratio achieved in three years (industry benchmark is seven years).

The COE has helped a team of more than 1,000 employees and 60,000 distributors with significant growth in all business sectors, positive behaviors, and capability building across levels.

KPN

LOCATION:

The Hague, The Netherlands

CATEGORY:

Change Management

PARTNER:

EarlyBridge
Amsterdam, The Netherlands

PRACTICE:

Futureproof Customer Service

KPN is a Netherlands-based national telecom offering mobile, fixed, Internet, wireless, and interactive services across different brands. It operates a retail network of shops plus online sales and service channels that are supported by a shared customer services organization.

KPN operates in a competitive telecom market; the speed of product introductions and channel implementations is dizzying. In February 2014, the organization realized it needed to re-evaluate its approach to how customer service employees were supported to ensure that they were capable of handling the ever-changing demands of their work while remaining focused on providing excellent service to customers.

The goal was to future-proof the business and redesign the approach to learning for customer service as the catalyst for change to:

- Create a customer-centric organization using the customer and the customer needs as the anchors for training and development.
- Enable the desired service behaviors in customer service experts who serve on the frontline of the organization.
- Realize stronger business results ranging from Net Promoter Score to sales through a more efficient and modern approach to learning.

The L&D team redesigned training based on the 10 most common customer needs. A focus on soft skills, relevant processes, and systems means learning can be applied immediately on the job. A modular design provides flexibility across forms and settings. Social learning components include coupling new employees with buddies to support learning; gamification is built in for a fun and competitive element. Coaching reinforces the training.

Results have been impressive.

- NPS rose from -4 to +7.
- Sales conversion improved by 11.7 percent.
- First Call Resolution improved by 52.5 percent.

Larsen & Toubro Heavy Civil Infra

LOCATION:

Chennai, India

CATEGORY:

Change Management

PRACTICE:

Culture as Competitive Advantage for Achieving Business Ambitions

Larsen & Toubro (L&T) is a large engineering company and market leader in the infrastructure construction industry in India. It is known for large, iconic, and strategically important design and build projects like Metro Rail, hydel power plants, nuclear power plants, new-age bridges, integrated ports, and harbors. Currently, it is executing more than 50 projects globally.

L&T's culture contributes to its success, which was seeded by its founders seven decades ago and nurtured by successive generations. With multiple generations in the workforce, the company faced the challenge of preserving that culture and blending new elements that are relevant and necessary to keep the company competitive.

The practice had three goals:

1. Manage cultural expectations of younger employees who have a distinct work ethic and habits, to help them appreciate and embrace the established culture.
2. Create a transformation mindset that helps the older generation of employees adapt to new business realities of growth through the execution of mega projects.
3. Change the mindsets of newer employees to seek challenges and take on bigger roles and responsibilities.

The design focused on three components: self-awareness, interpersonal relationships, and institution building. The L&D team targeted middle-level managers as the first key audience because they were more receptive to change and had the ability to influence people in other levels of the organizational hierarchy. A combination of self-paced learning, classroom, and organizational development labs was used during rollout of the practice.

The implementation of the program enabled L&T to realize the critical business needs of building a robust leadership pipeline, accelerating the pace of execution of mega projects, improving client satisfaction levels, and increasing the number of projects for the company.

Life and Specialty Ventures

LOCATION:

Little Rock, Arkansas

CATEGORY:

Leadership and Management Development

PRACTICE:

Pathway to Leadership

Life and Specialty Ventures developed the Pathway to Leadership Program to improve its learning and advancement opportunities for employees. Specifically, individual contributors needed to develop leadership skills to manage others. This need was driven by talent management and succession planning practices as well as the annual employee survey.

Implemented in 2015, Pathway to Leadership is a 10-month development program designed for high-performing employees currently in non-management roles. The program identifies these employees, helps them develop the skills required to advance into management roles, allows them to determine whether they would enjoy people management as a career path, and provides them with opportunities to increase their visibility to executive and management team members.

As part of the program's selection process, participants are nominated by their supervisors and reviewed by the HR and OD team, with executives making final approval decisions. Approved candidates are matched with mentors, and both mentors and nominating managers receive training, resources, and monthly emails to support learning transfer. Candidates also complete assessments of both their leadership behaviors and personalities before the program begins.

Next, learners attend a kickoff event where they meet their mentors, learn program expectations, and begin to participate in monthly full-day workshops. Each workshop includes formal instruction, skill-building activities, and an outside assignment that requires participants to practice what they learn. Meanwhile, learners continue to meet monthly with their mentors. After 10 months, participants attend a formal graduation event, attended by executives, managers, and mentors.

In each of its first three years, between 17 and 24 employees have participated in the Pathway to Leadership Program. Of these, 78 percent have earned promotions.

National Institute of Allergy and Infectious Diseases

LOCATION:

Bethesda, Maryland

CATEGORY:

Onboarding

PRACTICE:

Navigating NIAID New Employee Onboarding Program

Retention became a big issue at the National Institute of Allergy and Infectious Diseases (NIAID), one of 27 institutes and centers that make up the National Institutes of Health (NIH). Twenty-two percent of staff turnover occurs within the first 45 days of employment. The organization's aging workforce (23 percent of the supervisors in the organization's largest scientific area was eligible to retire) and the tenuous commitment of its younger employees (Millennials are 15 percent of the workforce) also increased pressure to provide a solution.

Competition with similar medical research organizations to retain top talent was also a concern. The agency also expected its new employees to quickly adapt and begin producing results, but provided little support during their first year of employment.

NIAID developed an onboarding program to address the retention issue. The new onboarding program increases engagement and productivity, and creates an organizational culture that recognizes onboarding as more than a tool for accomplishing administrative tasks, but also as a platform to introduce the value of interpersonal network development, the use of early career support, the importance of cultural mastery, and strategy immersion.

The program provides new employees with tools and resources to navigate milestones within their first year. Its content, organized in an online platform, provides self-directed experiences for the new employee, and is organized so that supervisors and peer partners also receive timely information and support. The online platform breaks down the new employee's first week—as well as first 30, 60, 90, and 180 days—into tasks, activities, and organizational information. An emphasis is also placed on helping new employees build interpersonal networks, which in turn fosters engagement.

In a post-event evaluation, 94 percent of attendees agreed that the program helped them identify how their work area contributes to the organization's mission and 94 percent believe that what they learned will benefit their work unit.

Pacific Life Insurance

LOCATION:

Newport Beach, California

CATEGORY:

Career Development

PRACTICE:

Sales Academy

The Pacific Life Sales Academy was created to provide selected internal sales desk employees who demonstrate solid sales skills with the foundation for a career as a field wholesaler, managing and selling in their own territory. The goal was to develop internal talent to move into field wholesaler positions where typically sales managers had hired externally. The internal sales desk role exists in two divisions within Pacific Life. Sales leadership and training across both divisions agreed to collaborate and combine resources. The needs assessment revealed specific gaps that hindered sales desk employees from being promoted, including presentation skills, business acumen, and field sales knowledge. These became the anchors for the curriculum design. By providing a structured training program, the goal was to develop internal talent and shorten the initial startup time for a new field wholesaler to become successful, while minimizing their time away from their current role.

Sales Academy is a 15-month blended learning program with training sessions, mentors, book club-style discussions, speakers, and other assignments. Participation in this program required participants to be top performers in their current role. They were expected to incorporate the new skills learned in training into their current roles and share their new skills with peers and mentors. In addition to training and sales leadership, HR, corporate talent development, internal subject matter experts, and external vendors helped to make the program a success. Field wholesaler employees and mentors assessed their behavior changes and reported them back to program stakeholders so progress could be monitored throughout the program.

Ultimately, all members of the inaugural class were promoted.

Publicis Health

LOCATION:

San Francisco, California

CATEGORY:

Learning and Development

PARTNER:

BTS

Stockholm, Sweden

PRACTICE:

Mission 650

Publicis Health focuses on global health and wellness communications as part of a large advertising and media company, Publicis Groupe. Prior to 2015, each of the 15 business unit HR teams were organizing their own learning and training sessions—with low impact and high cost. The need was identified for a dedicated global learning and development initiative to captivate learners, change employee behavior, increase engagement, and enable mobility throughout the organization.

After conducting a needs assessment, Publicis Health found a vast difference between leadership's engagement score (92 percent) and individual contributors' (72 percent). By investing in the mid-tier and the individual contributor tier, Publicis Health realized they could impact the organization. To achieve these goals, Publicis Health developed Mission 650, named after the mission to focus on the 650 employees identified in the engagement data.

Mission 650 features workshops tailored to the needs of employees to accelerate leadership development and enable them to grow their teams. It is a choose-your-own-adventure learning experience that empowers employees to define their purpose and select from a menu of offerings aligned to their current development needs. Publicis Health partnered with BTS to develop specific business acumen, innovation, and leadership development components for the program's workshop offerings. BTS is a global professional services firm headquartered in Stockholm, Sweden that focuses on turning strategy into action through people.

Mission 650's kickoff event, Mission Launch, included an overview of the program, a taste of learning, and a demo of each of the eight workshops offered; the workshop topics closely align to organizational goals by promoting innovation, profitability, and high performance.

Publicis Health's purpose in developing this program has been to further engage all employees and improve performance and team collaboration. Thanks to this model of multiplied impact from investing in managers and having them share their learning with their direct reports, Publicis Health achieved its organizational goals and significantly improved employee engagement throughout the organization.

Restaurant Technologies

LOCATION:

Mendota Heights, Minnesota

CATEGORY:

Onboarding

PRACTICE:

PrimeStart for Onboarding

Restaurant Technologies developed the PrimeStart onboarding initiative to reduce new hire turnover and increase the productivity of its sales and operations teams. The organization was losing one in four operations new hires within the first 89 days of employment, and some new sales personnel would go an entire year without gaining their first sale.

As the organization analyzed the reasons behind these numbers, it became clear that onboarding practices were weak, and 75 percent of new hires did not feel like they were set up to be successful.

Analysis also exposed that no expectations were set for the first few weeks of a new hire's experience, nor did any managers know what to do; the process in place—a "check-the-box" tool to make leaders feel like they were planning for their new hires—was followed less than 25 percent of the time.

Now, all new employees joining the company must complete the PrimeStart process, a weekly onboarding and initial job training program that lasts anywhere between three and 12 weeks, depending on the role. Each role has a customized onboarding plan that walks them through every day of their first several weeks with the organization. The process was designed to increase engagement for new hires, reduce turnover, and create a more disciplined process for leaders to follow.

The impact of the program has been noticeable: New sales employees have been getting their first deal within 50 days of employment versus 109 days; there is an 85 percent retention rate for new hires, up from 75 percent; and 88 percent of new employees stay past their first 90 days.

SAP

LOCATION:

Walldorf, Germany

CATEGORY:

Leadership/Management Development

PRACTICE:

Academy for Sales Leaders

The Academy for Sales Leaders program is an eight-day, in-person workshop designed to equip first-line sales managers with the skills and tools they need to become better at driving innovation in their teams and using coaching to develop their reports. It brings managers from all six of SAP's sales regions together in California, where they learn free from the day-to-day distractions of their jobs.

SAP developed the Academy for Sales Leaders program in 2014, following a change in the organization's strategy. As the company shifted from on-premise to cloud-based software deployment for its customers, these managers—and their teams—had the opportunity to drive substantial growth by becoming innovation partners for clients, helping them become digitally enabled businesses as quickly as possible.

To start the program, SAP sales leaders begin pre-work activities 30 days prior to the workshop, completing videos, readings, and e-learning. They then travel to San Ramon, California, where they spend the workshop's first three days studying how to lead with influence, coach their teams to success, and drive strategic and operational excellence. On the workshop's fourth day, they travel to SAP's Silicon Valley Innovation Lab, where they attend a networking event and learn about the company's innovation potential. They return to San Ramon for the workshop's final three days, covering how to support a pitch with a compelling story and whiteboard, how to have better executive conversations, and how to apply what they've learned. Afterward, attendees complete post-workshop activities. These include facilitated conference calls and sharing success stories.

Since its implementation, the Academy for Sales Leaders has driven noteworthy business results at SAP. In 2016, sales managers who had completed the program improved their number of deals won by an average of 38 percent and increased the average value of the deals they won by 23 percent compared to those who had not completed the program.

SAP

LOCATION:

Walldorf, Germany

CATEGORY:

Improving Soft Skills

PRACTICE:

Best Run Demonstrations for Presales

Best Run Demonstrations is a sustainable soft skill enablement program designed to teach presales specialists, who help potential SAP customers understand how the organization's solutions can improve and transform their businesses, to more effectively deliver software demonstrations to prospects. The program's main element is a three-day, on-site workshop designed to address the soft skills required for delivery success.

The workshop does not focus on improving the specialists' technical knowledge; it helps these professionals craft messages that better resonate with customers.

Participants bring a sales opportunity to the workshop for expert guidance on how to improve the delivery, value messaging, and memorability of a customer presentation. Once there, participants practice different aspects of presentation skills, selling skills, and demonstration techniques and receive feedback from their instructors and peers. The workshop's final deliverable is an in-role demonstration that allows the participants to practice all the material they've covered using the sales opportunities they originally brought with them, followed by feedback from their managers and instructors.

The Best Run Demonstrations program emerged out of a desire among SAP's leaders to differentiate their presales specialists' software demonstrations. Before, the organization had relied on suppliers to train the presales specialists' presentation skills, which resulted in demonstration techniques that were the same as those of presales specialists at competing organizations who used the same suppliers. By making the shift, SAP's leaders hoped to improve metrics including the organization's win rate, its pipeline growth, and its sales revenue growth.

In 2015 and 2016, the first two years after SAP implemented the Best Run Demonstrations program, the initiative met many of its goals. Owing to improved soft skills, presales specialists who had completed the program increased their win rate by 171 percent, their pipeline growth by 143 percent, and their sales revenue growth by 138 percent.

SAP

LOCATION:

Walldorf, Germany

CATEGORY:

Sales Enablement

PRACTICE:

Learning2Go—Virtual and Digital Offerings

Learning2Go is a two-pronged enablement approach that has brought together SAP's virtual and digital learning programs to provide all employees with cutting-edge enablement—anywhere, any time, and when they need it most.

A major component of the Learning2GO target audience includes the company's global sales professionals (numbering more than 8,000 employees worldwide) and sales-related roles in the Global Customer Operations and Strategy division (approximately 10,000 employees worldwide).

The learning initiative's virtual and digital approach includes synchronous, virtual live learning and asynchronous digital learning. Over the past several years, there's been a tremendous shift within industry toward helping customers digitize their businesses—a critical, strategic priority for organizations looking to gain an edge on the competition. During this time, sales leaders have looked to the sales learning team to build a sales force for the Digital Age—one capable of meeting the needs of customers and a vastly expanded learning audience, all while driving competencies critical to achieving sales KPIs and optimizing bottom-line results.

In 2013, SAP identified widespread underachievement by sales reps against KPIs crucial to sales and corporate success (40 percent of sales reps failed to meet their annual sales quota), and saw that online resources were severely underutilized. After reviewing the findings with top management, it became clear that SAP needed a new, agile approach to learning that would increase sales performance across all sales roles and KPIs and decrease training costs while simultaneously increasing participation and business impact.

Participants who took a minimum of two Learning2Go courses showed 125 percent more unique accounts in their pipeline, had 79 percent more value in their pipeline opportunities, and a 68 percent increase in unique accounts won.

SAP

LOCATION:

Walldorf, Germany

CATEGORY:

Change Management

PRACTICE:

Partner Business Manager

SAP is a leader in enterprise application software, serving more than 355,000 customers in over 180 countries.

The Partner Business Manager (PBM) program is the linchpin of an organizational change management initiative. The blended learning solution—centered on an innovative, activity-driven three-day workshop—was designed to help expand innovative new cloud and digital technologies to a new market: small and medium enterprises (SME).

The challenge? SAP sells to SMEs exclusively through 12,000+ global partners. Those partners needed to understand the cloud/digital opportunity and start selling these solutions, but they needed a strategic new set of skills to fulfill their new role as cloud/digital advisors or partner business managers.

The L&D team worked hand in hand with global and regional stakeholders, who, under pressure to transform the partner organization and its revenue generation, eagerly helped ensure program success. The team identified needed competencies and current gaps, determined business and learner objectives, and launched the first pilot in just a few months.

The program included regional workshops (allowing for local nuances) with group activities, simulations, and creative exercise breaks (like martial arts). Pre- and post-work included virtual live classes, assessments, short videos, peer-to-peer learning, and work with internal coaches.

All signs point to success. Evaluation scores are high. Pre- and post-workshop self-assessments show competency growth, supported by follow-up participant and manager surveys on attained skills and business impact. Notably, stakeholder feedback attributes phenomenal sales results in part to PBM, including 120 percent year-over-year partner revenue growth, 178 percent year-over-year growth of a critical new product, and a 25 percent increase in sales productivity.

SAP

LOCATION:

Walldorf, Germany

CATEGORY:

Leadership/Management Development

PRACTICE:

Presales Leadership Academy

The Presales Leadership Academy is a workshop for SAP's presales managers and presales customer solutions managers. These professionals, who lead teams of employees that guide SAP customers through digital transformation, must coach and develop their reports to support customers' digital transformations and grow SAP's business.

SAP designed the Presales Leadership Academy in response to an opportunity to bring its presales organization to a higher level, improving its sales win rate, pipeline growth, and revenue growth. To accomplish these goals, a needs analysis revealed that managers within the presales function would need to improve in six key areas, ranging from their own sales skills to how they developed team members.

Ultimately, SAP modeled the program on its Sales Leader Academy, an initiative that the organization had launched a year earlier.

Before the program begins, learners complete a variety of pre-work activities—including readings, videos, e-learning, account research, and facilitated conference calls. They then travel to the company's Dublin, California location for 10 days of comprehensive training. They cover leadership, sales, coaching, talent development, presentation, and knowledge sharing skills, making specific plans for leading change when they return to their market units. After these workshops, the leaders complete 90 days of reinforcement activities, including facilitated conference calls with other members of their training cohort.

Overall, more than 270 participants from SAP's offices all around the world participated in the Presales Leadership Academy during its first two years, 2015 and 2016. According to an evaluation conducted by a well-respected external data science firm, the results have been impressive. Compared to before the program, trained presales leaders' teams have increased their win rates by 95 percent, their pipeline volumes by 58 percent, and their revenue growth by 50 percent.

SAP

LOCATION:

Walldorf, Germany

CATEGORY:

Sales Enablement

PRACTICE:

Sales Excellence

Inside sales has traditionally played a key role in the growth of SAP—accounting for an average of 10 percent of total annual revenue. In the last three years, that role intensified due to enormous untapped opportunity within the small and medium enterprise customer segment as well as a strategic shift by the organization to seek the latest digital technology to gain an edge on the competition.

As more enterprises sought ways to digitize and transform their business, the selling environment grew increasingly competitive, leading sales leaders to partner with SAP's learning organization to ensure their teams were prepared to meet customer expectations.

To create the “next generation digital salesforce”—one capable of delivering innovations to their customers and guiding them through their digital transformations—the sales force needed to improve social media skills, visual selling techniques, and credible conversations.

With these challenges in mind, SAP's learning department created Sales Excellence (SE), a blended learning solution centered around a highly interactive, three-day, face-to-face workshop designed to boost the sales skills and competencies of the sales team. SE also was created to reduce the length of time it took for newly recruited sales people to complete the first deal.

The classroom experience is complemented by before-and-after skills assessments, live virtual classes that reinforce learning, and peer-to-peer learning through video-based best practices sharing.

To date, the program has served more than 2,000 participants worldwide and made a tremendous business impact, including a 29 percent increase in the number of accounts won by participants (compared to non-participants) and an additional \$14.6 million in revenue.

Schaeffler Group USA Inc.

LOCATION:

Fort Mill, South Carolina

CATEGORY:

Career Development

PRACTICE:

Apprenticeship Program—Americas

The Schaeffler Group is a global manufacturing company focused on supplying high-precision components and technological solutions to the automotive, industrial, and aerospace sectors. With a full line of rolling, linear, and plain bearing solutions for a wide range of industrial applications as well as high-precision components and systems for engine, transmission, and chassis applications, Schaeffler is a key contributor to “Mobility for Tomorrow.”

Recognizing a need for well-trained employees to operate and maintain critically important technology, Schaeffler began creating its Apprenticeship Programs decades ago to address a crucial skills gap.

Technical and classroom instruction is combined with on-the-job technical training by an experienced employee. These skilled tradespeople prepare new apprentices to meet the challenges of the ever-changing technical world of manufacturing. As an additional benefit, Schaeffler gains well-trained employees who are fully capable of supporting the company's objectives.

This multifaceted training program increases retention, allows for a deeper understanding of the company's business practices, and controls the environment in which the apprentice works. As a result, each apprentice is prepared for success on a professional as well as personal level. The apprentice works with engineers, other experienced operators, team leaders, and production leaders as well as other levels of management. Because of the mentor relationship the apprentice establishes with a variety of people beyond their designated journeyperson, a strong bond is created.

Upon graduation from the program, each apprentice in the United States receives a government-sponsored Journeyman Certificate. This nationally recognized certification validates the education and experience of the skilled tradesman.

Originally created to address training and retention concerns, Schaeffler's Apprenticeship Program offers a significant long-term benefit: It provides a career path for employees. Many plant leaders are graduates of the company's Apprentice Program. These leaders provide a vital understanding of the value of learning, which supports a culture of adapting to change by mastering new skills whenever necessary.

Special Olympics International

LOCATION:

Washington, D.C.

CATEGORY:

Learning and Development

PARTNERS:

American Express Foundation | New York, New York
CEB, now Gartner | Arlington, Virginia
Goldman Sachs | New York, New York
Lions Club International | Oak Brook, Illinois
Skillsoft | Nashua, New Hampshire

PRACTICE:

Leadership Academy

The Special Olympics Leadership Academy serves Special Olympics' emerging leaders, or leaders in place, who have had very little exposure to formal leadership development opportunities. This organization is a global nonprofit providing a range of sports, health, education, and leadership opportunities aimed at promoting the inclusion of people with intellectual disabilities in the communities where they live and more broadly in society.

The Leadership Academy is a multi-modal program that includes a face-to-face workshop, an occupational personality survey, coaching, e-learning, action planning, and implementation of new skills and knowledge over the course of one year. With two modules, Leader I and Leader II, already well established, a third module, Leader III, was piloted in January 2018 to introduce blended experiential learning through self-directed, on-the-job, and peer learning opportunities. Overall impacts to date include raised self-awareness, improved confidence and taking on new responsibilities, better team performance, new members served, new strategic partnerships, and new revenue.

The Leadership Academy addresses the need for an emerging talent pipeline in expanding Special Olympics' reach, improving quality, and achieving long-term sustainability of programs globally. In an initial survey, 93.5 percent of 794 respondents said that leadership training was essential to the mission of Special Olympics. Through strategic planning in 2015 and two rounds of consulting with more than 300 regional and state-level staff, board members, and volunteer leaders, the Leadership Academy came to fruition. Since the Academy establishment, 16 modules have been conducted in all seven regions with 351 participants from 100 countries, including 28 leaders with an intellectual disability.

The Leadership Academy framework and approach offers leaders an opportunity to think about their role in an inclusive environment and provides them with tools for performance improvement. The Academy is based on adult learning principles and emphasizes interactivity, reflection, and previous experience of the participating leaders.

The results of investing in leadership development have been tremendous. Ten of the Academy participants received promotions. Most important of all, the participating leaders raised over \$2 million in new revenue, built 74 new strategic partnerships, and recruited thousands of new athletes, family members, and coaches.

State Grid China Co. Ltd.

LOCATION:

Beijing, China

CATEGORY:

Integrated Talent Management

PARTNER:

Shanghai Management Improvement Consulting
Shanghai, China

PRACTICE:

Fostering Young Leaders in Western China to Achieve Business Goals

When most people think of China, the populous cities along its east coast and the Yellow and Yangtze rivers come to mind—not the country's western regions, which are relatively undeveloped, covered in challenging terrain, and rich in natural resources. However, for State Grid China Co. Ltd. (SGCC), these regions and their resources are critical for supporting the country's energy infrastructure. Finding talent in western China can be difficult due to its sparse population, which is an important reason SGCC launched its Fostering Young Leaders in Western China program in 2006.

In this program, which has developed more than 700 young project managers and technical professionals from seven western provinces, participants are selected using a systematic recommendation framework. Then, they undergo a holistic learning regimen that consists of three stages.

First, learners complete a two-week formal training where they cover strategy, leadership, communication, and operations. Second, they spend six months in eastern China on job rotation assignments, learning about several positions within the organization and receiving mentorship from their department heads. Third, the participants return to their home provinces and spend a year working on stretch projects that let them consolidate the program material and apply what they've learned.

The Fostering Young Leaders in Western China program has yielded remarkable success for SGCC. One quarter (25 percent) of participants have earned promotions, and all have remained with the organization, which has eased SGCC's talent shortage in China's western regions. As a result, SGCC has achieved record volumes of electricity sales for its western territories, increased gross business income in these areas by 54 percent, and set record lows for its power grid line loss rate (an important efficiency metric).

Tanfeeth LLC

LOCATION:

Dubai, United Arab Emirates

CATEGORY:

Career Development

PRACTICE:

Certified Process Executive Program

Tanfeeth, a company that is responsible for the back office of the largest bank in the Gulf Corporation Council faced high attrition rates, especially among highly skilled employees in critical roles. External hiring and internal training efforts to fill important roles took much longer than targeted, which resulted in penalties. The company realized they had no effective business continuity or succession plans in place, high employee disengagement, and no effective or sustainable training framework to solve the problem.

The Certified Process Executive Program is an upskilling program that allows internal employees to gain momentum and the skill sets required to move to the next level in their career plan. Tanfeeth identifies high-functioning employees and offers them an opportunity to begin working in new, better-paying positions that will increase their knowledge and responsibilities. The program consists of three levels of certification that the staff complete over a period of nine months. Cross-skilling is an important component of the program.

The company also developed an Online Skill Matrix to show real-time availability of skill sets throughout the organization. The tool has proved to be useful from a career progression and workforce planning perspective.

The program provides growth path visibility to employees from the day they join the business unit, and provides all the necessary tools required for them to perform at an exceptional level and move up the ladder. Employee satisfaction scores and retention have improved since the program's launch; Tanfeeth now has a ready pipeline of cross-skilled talent and is realizing efficiencies in performance.

TELUS International

LOCATION:

Las Vegas, Nevada

CATEGORY:

Leadership/Management Development

PRACTICE:

Learning@TELUS Road Map

TELUS International's global leadership development program, the Learning@TI road map, provides a continuous, progressive journey as team members grow their career at TELUS International.

"Through the Learning@TI road map, team members are prepared and ready for their next role before their promotion so that they can hit the ground running," explains Michelle Braden, TELUS International's CLO and vice president of Global Learning Excellence. "It is key to how we support our fast growth while maintaining our high engagement and high performance."

As team members advance in the company, they are required to develop skills according to their role. Depending on the development phase, the content is facilitated through self-paced learning, blended learning during a boot camp experience, hands-on application, coaching, and shadowing, among others.

Given that TELUS International is a global provider of exceptional customer service and next-gen IT consulting, part of the impetus behind the development program is to ensure global consistency. For example, leaders around the world understand that putting customers first is instrumental to TELUS International's success.

The Learning@TI road map also focuses on team member engagement to combat the high attrition rate within the industry. Since the road map's implementation in 2015, engagement scores for TELUS International have increased from 80 percent to 84 percent. In addition to the engagement metric, business impacts such as first-call resolution and quality of service ratings are analyzed. Finally, promotion rates are looked at as part of the program's evaluation.

Following the internal success of the TELUS International learning and training program, the company has developed a learning solutions package that allows clients to improve their own new hire training, drive engagement, and improve overall customer experience.

Tencent

LOCATION:

Shenzhen City, China

CATEGORY:

Leadership/Management Development

PRACTICE:

Management Phosphorus—Accelerated Development Program of New Team Leaders

The rapid growth of Tencent, which strives to “become the most respected Internet enterprise,” has led to promotion of many of the company’s young stars. While these individuals have solid business skills, they tend to lack management maturity. “So,” noted Xi Dan, senior vice president, “the organization must give these young leaders training on the management capabilities, help them to master the basic management tools to understand the subordinates’ individual characteristics, and coach subordinates to develop, so as to build a high-performing team.” This will build a foundation for supporting Tencent’s sustainable and aggressive growth.

To more effectively understand the company’s needs, Tencent brought together a cross-departmental team that included new and seasoned leaders along with HR teams. The company studied a variety of learning modalities, benchmarking, and weighed advantages and disadvantages of different methods.

The result of this work was a program divided into two modules. The first is general study that includes classroom courses and real case discussion. The second takes place on the WeChat app, and includes two case studies, one network course, an assessment tool, and discussion by senior managers about their experiences via the app. The second module also involves cultivating a learning atmosphere where participants continue to exchange ideas and knowledge and interact via WeChat.

Because of the program, both performance development interview (PDI) sessions and employee satisfaction rates have greatly improved. From 2011 to 2016, PDI satisfaction has risen from 78 to 96 percent. The performance appeal rate of the new team leaders fell to 0 by the end of 2017. Employee satisfaction with higher-level guidance has improved from 70 points in 2013 to 74 points in 2017.

Additionally, more and more new managers change their mindset with a positive and open view of employees’ capability and care development, and at the same time encourage and support the internal transfer of key talent—a win-win for the company and for the employee’s personal development. The number of internal transfers has dramatically grown to nearly 1,200 per year in 2016 from 300 per year in 2012.

Ternium

LOCATION:

Buenos Aires, Argentina

CATEGORY:

Learning and Development

PRACTICE:

Fundamentals of the Supervisor’s Role

Ternium, a manufacturer of a broad range of steel products for varied industries, developed the Fundamentals of the Supervisor’s Role for its mill supervisors. This program is aimed at transforming the supervisor’s mindset by confronting the day-by-day reality with the business vision, highlighting the role expected from the supervisor in the steel shop. The participant becomes conscious of how their role impacts business results and goes through a reflection process, translated later in actions to change.

This 40-hour program is taught by regional industrial directors over the course of five consecutive days. The program includes topics related to Ternium’s Pillars for Industrial Management (Safety and Environmental Management, Production and Productivity, Product and Service Quality, Engineering and Maintenance, Human Resources, and Costs).

Since the supervisor is the first link of the drive chain closer to the daily operation in plant, it is essential for this role to gain prominence supporting the meeting of company goals. Education became a strategic factor in the development of human resources. The abilities targeted for growth in this program were operational discipline, safety, leadership, risk perception, and communication skills.

In assessing the program through the Phillips’ method, the organization saw high employee satisfaction; 60 percent of action plans were totally fulfilled between supervisors and their direct managers; and employees reported that 70 percent of supervisors incorporated the content they learned.

More than 1,000 supervisors worldwide have already participated in this program measured by the attendance sheet in each course, reaching 90 percent of the supervisor’s total population. Safety improved and work absences decreased, suggesting overall more healthy plants. The Fundamentals of the Supervisor’s Role is the first step of a comprehensive, four-step training program, guaranteeing the learning process of supervisors is sustained over time and maximum impact is achieved long-term.

U.S. Bancorp Fund Services

LOCATION:

Milwaukee, Wisconsin

CATEGORY:

Knowledge Management

PRACTICE:

Transfer Agent Knowledge Management System (KMS)

Sharing, managing, and communicating knowledge is critical for the U.S. Bancorp Fund Services Transfer Agent. These financial service professionals, who provide shareholder record keeping and investor servicing for retail and institutional mutual fund investors, must handle complicated transactions, deliver outstanding service, and follow exact processes to comply with government regulations.

As Transfer Agent senior leaders planned to grow the business in the late 2000s, they knew exploring new performance strategies was essential to maintaining quality and efficiency. A needs analysis revealed an opportunity to improve how knowledge was transferred within the organization. The Transfer Agent did not have a standardized approach to sharing explicit and tacit knowledge across departments. Seasoned employees completed tasks in different ways, and methods for training staff and documenting processes varied across departments.

As a result, the organization introduced a knowledge management system (KMS). The project began with an effort to identify all Transfer Agent processes by documenting sequences of interactions between and within departments. This revealed process experts, who would author and maintain documents explaining different procedures.

Together, the process experts reviewed over 24,000 documents. Then, they identified best practices within processes, which helped them narrow the total number of documents to less than 2,500. Next, employees categorized the documents by process (not department) and entered them into a controlled workflow online. Training was centralized and instructors used this documentation during the learning process.

To support and sustain the KMS, the Transfer Agent formed four employee committees: one for communicating information to employees, one for promoting usability and consistent document authoring across departments, one for brainstorming innovative ideas, and another centered on implementing continuous improvement.

Since implementing its KMS, U.S. Bancorp Fund Services Transfer Agent has improved performance in over 200 performance metrics. Their ratings on customer service surveys improve year over year, and they now achieve an external transaction accuracy of more than 99 percent and have 100 percent client retention based on service.

United States Coast Guard Training Center Petaluma

LOCATION:

Petaluma, California

CATEGORY:

Learning Technologies

PRACTICE:

Reserve Mobilization/Demobilization Online Training (e-RESMOB)

The U.S. Coast Guard has approximately 8,000 part-time emergency responders and 400 full-time supervisors and administrators. These individuals are primarily on-call lifesaving members who serve in times of national emergencies in responding, planning, and enforcement capacities.

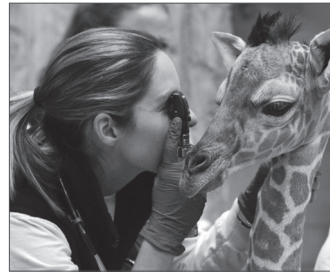
Because they are asked to respond at a moment's notice and to put themselves in crisis situations, personnel are required to have personal affairs and other administrative items in order at all times. If individuals do not meet such requirements, the Coast Guard is unable to recall them for active status.

To better equip these personnel, the Coast Guard developed an online emergency response preparedness course, Reserve Mobilization/Demobilization (e-RESMOB), with instruction in five important areas: dependent care, medical readiness, legal planning, employer relations, and financial preparedness. Topics include information on power of attorney designating guardianship, physical health assessments, employer mobilization requirement discussion tips, and budgeting. The course generates customized readiness "checklists" to help members evaluate their levels of preparedness, identify potential or actual barriers to mobilization, avoid complications for their families while away, and assist with common transition difficulties when returning home.

Since course implementation, tracked readiness metrics show consistent upward trends in responders' preparedness requirements compliance percentages. Kirkpatrick Level 1 and Level 3 data provides evidence that the e-RESMOB course and its performance support resources have enabled increased compliance, contributed to increases in personnel readiness, and contributed to decreases in administrative failure rates.

ATD INNOVATION IN TALENT DEVELOPMENT AWARD

This award is given in recognition of innovation that has had a measurable impact on an organization or audience, is moving the talent development industry forward, is sustainable, and is replicable within or outside the talent development field.



Denver Zoological Foundation

A winner of this year's ATD Innovation in Talent Development Award, the Denver Zoo began in 1896 with a special gift to the mayor of Denver: a black bear cub that came to live in a downtown park. Later, it became the first zoo in the United States to care for animals in enclosures that emulate natural habitats. Now a home to almost 4,000 animals, Denver Zoo remains a leader in animal care and conservation, attracting over 2.2 million visitors per year.

As a nonprofit, the zoo is constantly looking for ways to be innovative and strive for excellence while remaining highly conscious of resources. Denver Zoo has heavily invested in their employees, who are the heart and soul of the organization. With innovation and resources in mind, Denver Zoo first introduced process improvement training.

The story began in 2015, when the zoo's CFO, Charlie Wright, and senior vice president of human resources, Jacque Taylor, learned of a process improvement program run by the City of Denver with a reputation for success. Though not entirely sure what the outcome would be, other than providing professional development for those who attended, the two leaders reached out and partnered with the City to bring the training to the zoo.

Almost immediately after the training, Taylor and Wright knew they had found something special. They observed an undeniable buzz from participants. After assessing learner feedback, they saw that building process improvement into the organization's talent development strategy would have a powerful effect.

To get started, the zoo's director of staff learning and development, Dordane Nasser, started learning the program's curriculum, which centered on Lean, a specific performance improvement methodology. Soon, she began offering the course internally once a month to test staff desire for a formalized program. Sessions always filled to capacity, and participant feedback continued to prove the learning was successful and had a high rate of implementation.

The early success of these pilot trainings brought the zoo to its next step: bringing on a full-time employee dedicated to building out and managing an enterprise training program for the more than 400 full-time employees. In spring 2016, Sophia Ernst was chosen to develop this program into a full-capacity training and Lean Innovation program. Called ZIPP (Zoo Innovation and Peak Performance), it connects employees across the organization, regardless of title, to learn the language and concepts of Lean. It also helps these employees implement what they've learned after classroom training through coaching and one-on-one consulting, which removes the barrier of seeking management approval to initiate an innovation. Those who complete the program can

earn a certification by completing innovations that reduce waste and positively affect the way work gets done. Ernst is also responsible for helping lead large-scale departmental changes through Lean-focused workshops and partnerships.

Participation in the ZIPP program is entirely voluntary, and Zoo employees have two options for their learning. Employees can take a four-hour class called Green Belt, which is offered once a month and introduces its learners to Lean. ZIPP also offers Black Belt Training once a year to a curated group of employees. This four-day training exposes learners to complex Lean tools and allows them to tour different departments of the zoo to observe processes and identify process bottlenecks. Black Belt participants end their class by giving a presentation to executive leaders highlighting two innovations that they will complete over the next year. Participants attend quarterly meetups to assess progress and challenges with their innovations and revisit tools and techniques.

To support the ZIPP program, Denver Zoo frequently recognizes its participants. The organization spotlights employee innovations that emerge from it at quarterly town hall meetings and in an employee newsletter. The zoo has added innovation and process improvement as a category in its formal recognition program. And most recently, more than 10 departments participated in an innovation fair (similar in format to a science fair) to showcase their accomplishments.

So far, employees have shown incredible support for the ZIPP program and the organization has experienced noteworthy results. Despite the program being entirely voluntary, more than 70 percent of the staff have completed at least one class, and the majority have earned certifications for implementing an innovation; more than 70 learners have completed the advanced Black Belt training. Every single department has applied the Lean methodology to its work, which has saved Denver Zoo more than 40,000 hours of working time and more than \$1.2 million.

Denver Zoo's work isn't done yet, though; it has begun helping other organizations replicate the ZIPP program. Ernst, alongside zookeepers, maintenance staff, and other ZIPP participants, has presented the initiative at industry conferences, hosted professionals from across the United States to learn about the program and how it works, and is currently partnering with smaller zoos and other organizations to introduce similar initiatives.

ATD INNOVATION IN TALENT DEVELOPMENT AWARD



Institute for Information Industry (III)

A winner of this year's ATD Innovation in Talent Development Award, the Institute for Information Industry (III) came to life in May 1975, when Taiwan faced crucial challenges arising from a global energy crisis and trade protectionism by industrial countries. Formed as a nongovernmental organization through the joint efforts of the public and private sectors, it plays an essential role in planning and promoting public policies related to Taiwan's information industry and becomes ever-more important as technological innovation accelerates.

As Taiwan's digital economy has accelerated, the country has experienced many of the growing pains that other countries do when it comes to high-skilled labor. In fact, a 2016 Manpower Group survey reports that 73 percent of Taiwanese employers experience difficulty in recruiting talent, the second highest rate in the world.

Both III and the Taiwanese government recognize the talent shortage's urgency, and in 2017 they formed a partnership for developing the digital talent necessary for Taiwan's future. Called the Digi+Talent Accelerator and Jumpstart program, the partnership is a large-scale, nationwide initiative focused on bringing stakeholders together to develop five areas of digital skills: e-commerce and financial technology, augmented and virtual reality, data science and Big Data analysis, the Internet of Things, and artificial intelligence. It aims to integrate more than 30 research institutions, 160 colleges, and 400 companies to prepare 1,500 individuals for the country's booming tech industry by 2020 in support of another government initiative, which has a goal of growing the country's digital economy to more than \$2 billion U.S. dollars by 2025.

When the program began in April 2017, it held three auditions (in north, central, and south Taiwan) for third-year graduate and undergraduate students with leaders from different research institutions. Together, these leaders selected the 350 students who would participate in the first cohort.

Within a month of being selected, all students attended a mandatory five-day boot camp, where they completed training and workshops to learn essential job knowledge, participated in group discussion, and learned about problem solving and other soft skills.

Next, the program assigned each student to a participating research institution or company for six months of on-site training. At these institutions, the students each received mentors, who managed their performance and assigned them tasks and training activities throughout the program.

To provide mentors with curriculum to assign the trainees, III and the Taiwanese government created an open online learning platform, the DIGI+Academy. The academy linked online courses from around the world and applied blended instructional design to produce e-learning courses in each area of digital skills covered by the program. Students could use it to take courses with three different learning models (self-paced learning, live streaming, and microlearning). They also could use it to pursue certifications.

While completing this online learning and spending time with their mentors, students honed their skills on projects at their assigned companies. Learning by doing on integrated teams, the students brought new perspectives to complex projects while developing the soft skills they'd need for careers in the tech industry, including collaboration, communication, creativity, and leadership.

At the six-month program's conclusion, in December 2017, students had an opportunity to earn a certification. To do so, they needed to create and design a project at their host organization, then present it at the program's graduation ceremony. The learners' overall performance was evaluated in terms of creativity, feasibility, and level of innovation.

After only one cohort, the Digi+Talent Accelerator and Jumpstart program has already delivered promising results. Not only have an impressive number of colleges, research institutions, and companies agreed to participate, learners have already completed more than 200 projects. Learners report that the program's hybrid model has helped them establish essential skills for landing a job in their chosen industry.

Of the 350 accepted to the program, more than 70 percent have received offers for technology jobs. Further, the program has received extensive news coverage, building interest for future cohorts. Some of the outlets that have highlighted it include *China Daily News*, *Yahoo*, *Taiwan Business News Network*, and *China Times*.

After its initial success, the program appears sustainable and scalable. In addition to launching more cohorts to continue developing talent for tech jobs, III and the Taiwanese government believe that its model can be replicated to develop talent within other industries and sectors, such as agriculture and healthcare. Further, they see it as a model that other countries in the East Asia and Pacific region can follow. III has even begun guiding both the Vietnamese and Indonesian governments toward developing similar models for talent development for their own countries.

ATD CHAMPION OF TALENT DEVELOPMENT AWARD

This award is presented to an individual from outside the profession whose commitment, advocacy, and actions in support of talent development within or outside an organization have influenced audiences, organizations, and society.



Dr. Jeff J. Clawson

How many of us have heard the 911 recorded call on the news, recapping how a child saved their mother or grandfather by following the instructions of the emergency dispatcher?

Those lives that were saved can be attributed, yes, to the caller and dispatcher, but ultimately are a result of the work of Dr. Jeff J. Clawson—known as the “Father of Emergency Medical Dispatch”—who created the process that trains emergency dispatchers to talk callers through a structured response over the phone. Rather than simply dispatching emergency personnel to the site, dispatchers would now serve as first responders, providing instructions on an array of medical crises, including cardiac arrest, choking, and labor and delivery.

Important in this training is how these dispatchers provide not only medical help, but also psychological support to the person who is dealing with the medical emergency—often of their loved one.

In addition to the assistance to the caller, the protocol also aids the dispatcher. As John Flores, a firefighter paramedic at the Los Angeles Fire Department, explains in an emergency dispatch video about the system, the protocol helps dispatchers retain their composure in emotionally overwhelming situations.

In talking about the genesis of the system, Dr. Clawson explained in the *Priority Dispatch Systems Protocols: 30 Years of Meaningful Change* video that he realized that when things went wrong in the EMS system, you could follow the crumbs and trace it back every time to the communication center. There’s an old saying, Dr. Clawson said, that “If it goes wrong at dispatch, it goes wrong all the way down the line.”

Dr. Clawson’s reaction was to surmise that personnel at the communication center needed a protocol that would aid in making decisions around what resources needed to be sent to respond to each emergency call. It was a challenge that was occurring in emergency dispatch centers around the nation.

Initially training dispatchers directly, Dr. Clawson moved on to train instructors who then worked with emergency dispatchers around the world. As the train-the-trainer process began, it became clear that a clear-cut curriculum needed to be developed.

In 2013, Dr. Clawson established the College of Emergency Dispatch, which provides continuing dispatch education to hone the skills of emergency dispatchers through online training. Further, he has written training standards for dispatchers, including legal requirements for training and certification.

By 2017, the American College of Emergency Physicians, National Association of EMS Physicians, American Society for Testing and Materials, and National Institutes of Health had all recognized Dr. Clawson’s system as appropriate intervention in emergency instances.

Earlier in his career, Dr. Clawson served as an emergency physician in Salt Lake City. In 1979, he published the first Medical Priority Dispatch System at the Salt Lake City Fire Department’s communication center. Dr. Clawson would go on to establish the International Academies of Emergency Dispatch (IAED), also located in Salt Lake City.

The IAED now includes members in 46 countries, with some 80 million calls handled each year using the emergency dispatch protocols. The number of certified instructors stands at 286, with more than 60 continuing dispatch education-hour training courses in fire, medical, police, and nursing courses for re-certification requirements.

Additional career highlights of Dr. Clawson’s include developing the world’s only educational conference for emergency dispatchers (NAVIGATOR), and producing the premier industry training magazine, the *Journal of Emergency Dispatch*. He also writes extensively.

While he could have retired by now, Dr. Clawson continues to come into the office every day, overseeing the development of IAED’s educational programs and the work the IAED produces.

The Champion of Talent Development is presented to an individual from outside the profession whose commitment, advocacy, and actions in support of talent development within or outside an organization have influenced audiences, organizations, or society.

Past recipients have included Carol Dweck, professor of psychology known for her work on growth and fixed mindset; Chesley B. “Sully” Sullenberger III, who famously made the emergency landing of the U.S. Airways plane on the Hudson River in Manhattan and who is the founder and CEO of Safety Reliability Methods; and John F. Welch, chairman and CEO of the General Electric Company.

ATD DISTINGUISHED CONTRIBUTION AWARD

This award is presented in recognition of an exceptional contribution that has sustained impact on one or more aspects of the talent development field.



Jane Hart

As the founder of the Centre for Learning & Performance Technologies (C4LPT), Jane Hart brings more than 30 years of expertise helping organizations develop talent.

"My career has evolved over time, but it's not about what inspired me. It's about who inspired me," she says, pointing to two key people. First is the principal at the college where she landed her first teaching job. He sparked her curiosity about information technology, which encouraged her to start programming, begin teaching others to use IT, and pursue a master's degree in that field. Then, there's her husband. He introduced her to the web in the early 1990s, which led to them setting up an Internet consultancy business, where she began her work helping organizations understand the power of the web for learning and development.

Hart's love for the online world flourished as she continued consulting. More recently she set up the *Modern Workplace Learning* magazine, an online publication for learning professionals. The magazine typically runs three to four new articles every month from different authors, covering different ways talent development professionals can bring their learning organizations into the present.

As Hart explains, *Modern Workplace Learning* is about "much more than modern training." Instead, it sends the message that "a modern learning professional is someone who does more than design, deliver, and manage training. It's someone who can enable and support all the ways people learn at, for, and through work."

Many talent development professionals will also recognize another of Hart's creations, the *Top Tools for Learning* list. The project started in 2007, when Hart says that "a burgeoning of online tools for learning—not just for training, but for personal learning too" led a friend to ask that she produce a list of her favorites. However, Hart felt that the list shouldn't just include the tools she enjoyed using. "It should be tools that other learning professionals were using," she remembers. So, she invited others to each contribute their top 10 tools for learning, which she used to generate a top 100 list.

Hart continued making the list each year, and over time it became very popular. However, she eventually began seeing "the same tools pretty much appearing every year." That led her to expand the list in 2016 to 200 tools as a commemoration of its 10th anniversary, along with adding three sub-lists—*Top 100 Tools for Workplace Learning*, *Top 100 Tools for Education*, and *Top 100 Tools for Personal and Professional Learning*—to "clearly show the context in which these tools were being used."

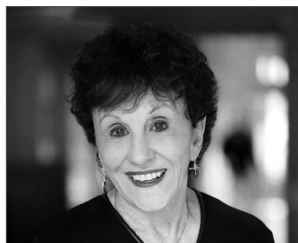
Between editing *Modern Workplace Learning* magazine, compiling *Top Tools for Learning*, running online workshops for learning professionals, and writing several books, Hart has a great perspective on trends in talent development. In the past few years, while she has found it exciting that "many L&D departments are now modernizing their training initiatives," often by bringing them more in line with how people learn on the web, she thinks the most exciting challenge for L&D goes beyond that.

To her, the most important task ahead is "to recognize that learning is a constant process—something that simply can't be solved by intermittent training." Expanding on this point, Hart says that "employees need to be helped to become lifelong learners," which is a process that "many in L&D understand the need for but don't know how to do." This realization has driven much of her recent work, which she describes as "focused on helping forward-thinking organizations break out of traditional workplace learning models with top-down design and move to a new employee-centered view."

Moving forward, Hart will carry a piece of advice that has helped her remain focused amidst the many opportunities that come her way: Be true to yourself! "I don't take on projects that I don't think are the right way forward; I won't accept them," she says. Clearly, this mindset will contribute to her career, as she puts it, "evolving as it has always done." It appears that C4LPT, *Modern Workplace Learning* magazine, and her *Top Tools for Learning* lists all have more on the horizon, and Hart's drive remains strong. "I want to contribute, be head of the game, and inspire people to think and do things differently," she affirms.

ATD LIFETIME ACHIEVEMENT AWARD

ATD's Lifetime Achievement Award recognizes an individual who has advanced knowledge and practice across the talent development field. The individual's thought leadership and contributions to the profession have had a sustained impact on individuals and organizations over many years.



Dr. Beverly (Bev) Kaye

"I have always tried to provide practical help," said Beverly Kaye, ATD's 2018 Lifetime Achievement Award winner. Author of seven books, hundreds of articles, and learning materials focused on helping individuals, managers, and organizations understand the real how-to principles of employee development, engagement, and retention, Kaye has left an indelible mark on the talent development profession.

"I recently dusted off some articles I wrote for ASTD in the late 70s and early 80s," Kaye shared. "And I realized what was important then is still important today. I have always been interested in how we help employees at every level of the organization, not just the high potentials." Indeed, her first book, *Up Is Not the Only Way: A Guide to Developing Workforce Talent* (1982), foresaw the effects of leaner and flatter organizations on individual careers and described a systems approach to building a development culture. "I first wrote that book for HR practitioners," Kaye said. "However, when it was rewritten with colleagues Lindy Williams and Lynn Cowart in 2017, we revised it for every employee or manager anywhere. We wanted to provide an action-packed guidebook that could be easily read and applied. It's important for people to know that career choices are available other than the traditional ladder."

Kaye is known for her belief that people need to be opportunity-minded, not opportunity-blinded. She said this mindset developed during a time when she worked as a college dean of student services. She noticed that students picked majors and defined career goals but had no backup plans. There was a plan A, but no plan B for their careers.

"It started me thinking about how important it is to have goals and contingency plans. And I started to think about that in the context of employees and organizations." This passion for helping people and organizations think broadly about careers is the engine that drove the creation of her body of work.

Kaye became an expert in an emerging area of practice—career development. Her second book, *Designing Career Development Systems* (1984) provided additional case studies and models for career practitioners.

Kaye is a big believer in the power of collaboration and the wisdom of networks, and has worked with many creative colleagues building ideas, learning solutions, and books. *Help Them Grow or Watch Them Go* (2012), co-authored with Julie Winkle Giulioni, was praised as a modern way to simplify the career conversation process and help overwhelmed managers find opportunities to blend career discussions into their everyday routines.

When engagement surveys reported that "individuals don't leave organizations, they do leave managers," she and co-author Sharon Jordan-Evans offered a suite of books to provide the "how-tos for busy leaders." *Love 'Em or Lose 'Em*, now in its fifth edition (2014) and a *Wall Street Journal* bestseller, was printed in 25 languages and has sold 700,000 copies. Learning solutions built on the book's principles have been delivered to companies worldwide. A companion book, *Love It Don't Leave It*, suggested that individuals have a responsibility for their own job satisfaction. And, when readers reacted positively to the idea of asking "What keeps you here?" the "stay interview" was recommended to stem the tide of exit interviews. *Hello Stay Interviews, Goodbye Talent Loss* was published in 2015.

Kaye is a longtime contributor to ASTD/ATD. She has written numerous articles for the association's flagship magazine and remains a popular speaker at the international conference. Her career includes many accolades, including the 2018 Thought Leader Award from ISA-The Association of Learning Providers. She was named a "Legend" speaker for the 2006 ASTD International Conference & Exposition, and in 2009 she received the association's Distinguished Contribution Award.

In the 1980s, Kaye founded Career Systems International, a consulting organization dedicated to offering managers and employees practical solutions that sharpen the focus on talent development, engagement, and retention. As part of her own focus on talent, she recently transitioned ownership and entrusted her company's legacy to two key members of her leadership team. The rebranded enterprise, Talent Dimensions, delivers and expertly expands on her thought leadership.

So, what's next for Bev Kaye?

"I'm shaping what this next season will look like," she said. "My research and focus on the core areas of development, engagement, and retention will continue. And I will expand to include elders in organizations, creating ways for organizations to rethink the critical role these employees can play. I want to help people figure out how they will leave their legacy in their work."

"I am still so passionate about learning," Kaye continued. "A love of learning is something all of us involved with ATD share. Learning keeps us healthy, alive, and contributing."

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ATD Certification Institute CPLP Fellow

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Champion of Talent Development Award

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Development Award**

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One to Watch Award

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